Development of Visual Perception Skills in Children

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ABSTRACT

The current research aims to learn the skills of perception visual (visual discrimination, visual memory, and the distinction between form and ground ,visual closure ,spatial relationships (, in children, as well as known indication of differences statistically in the skills of perception visual depending on the variables of age (4.5, 5, 5, 6,5) years, and gender (male - female .(To achieve the objectives of the research, the researcher adopted the visual perception skills test prepared from (Al-Juhani and Al-Zahar, 2005).

Research sample consisted of 150 children and a baby, by 50 children and each child of the age of a Ammar covered by the research equally between males and females .After the statistical treatment of the data obtained from the sample using the E test Altaia for one sample) t-test ,(And binary variance interactive analysis)Anova Two way ,(Reached the researcher to the following results:

1. Owning a sample of children at the age of (4.5) years WIG a Rat perception visual all weak level, and both males and females .And possession of a child at the age (5.5 years) of these skills are all average level and for both males and females, while it was not a child at the age (6.5 years) have the skills of perception visual all of a higher level of average for both males and females.
2. The results showed the path of the evolution of the continuous skills perception visual all have not a child in the A Ammar (4.5, 5.5, 6.5) years ,depending on the variable age, the difference in favor of the larger age .There was no escape and s a D of statistically significant in the development of the skills of perception visual according to gender (male - female).
3.

KEYWORDS :*Skills ,Visual Perception,Children*

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The First Topic:Definition Of The Research
Research Problem

Raised the question of how the child thinks, and how aware of things and stimuli, and how the information received from the senses, the curiosity of many explains researchers, educators and workers in the field of childhood, and because perception visual is a complex mental processes, since he does not depend only on the visual vision, but needs to interpretation What the visual vision conveys of information and stimuli through the sense of sight, and its classification and storage in memory, and later in the child's developmental stages, enables him to integrate new experiences with the information he has in his memory, thus expanding his perceptual experiences . A study (Darwish, 1995) indicates that a child in the early stages of his life may not be proficient in interpreting the information he receives and analyzing it from the outside world through the senses, since the nerves that transmit these stimuli and the information for each sense have not matured to a degree that helps to perform this function properly. This makes his perception process weak or distorted (Darwish, 1995: 16) .The study confirms (Hassan, 2005) that result , as pointed out to the child is difficult for him to do Balzivh cognition Mechanism (Hassan 2005: 60) .While the study (Nassar, 2010) indicated that children in early childhood stage have a failure

in visual perception of external stimuli (Nassar, 2010: 29) .A study (Tamimi 0.2019) to the children in the early stage of age is difficult for them to recognize shapes and colors (Tamimi 0.2019: 111) .Therefore, the current research came to verify the validity of the findings of previous studies, in addition to the question raised by the researcher, which forms the basis of the current research problem, and is determined as follows: ***Do children develop visual perception skills over time?***

Research Importance

The current research derives its importance from the following points:

1. The importance of studying childhood, as is the age of the important stages in the foundation of the personality of the future of the child, it is a stage where the child is not a cognitive and behavioral patterns of , customs and traditions ,social, and spiritual values, as well as being the stage have a their importance in the growth of cognition j and sensory and physical. Etc .Based on what availability of cultural and educational environment for the child, and on the A household and educators in general , but to create opportunities for the growth of the child in all areas to grow together in an integrated manner .In this regard , according to a study (Amer, 2000) to the only children in pre - school and after they occur many changes, as occurring at this stage , a series of changes perception yeh, physical, emotional ... etc .Therefore, it is an important stage of growth, and it affects the later stages .Numerous scientific and research indications and evidence confirm that this stage constitutes the basis for the subsequent stages of development, and that cognitive arousal is among the many thrills that have their effects on the formation of the child's personality and the development of his growth and continuation in a normal manner (Amer, 2005: 2).
2. Numerous literature concerned with child rearing revealed the necessity of paying attention to kindergarten and primary school stages ,and the necessity of early educational intervention ,as many studies, programs, activities and educational and educational efforts revealed close and long-term results and effects for the education and education of children of all groups, and from positive results related to their normal development. And the development of their skills in various aspects of growth , as well as the interest of official government institutions, civil society organizations, regional and international organizations and their emphasis on raising the child , knowing the characteristics of his growth , responding to his mental, psychological and physical needs, and its interest in scientific studies and research related to this) Mahmoud, 2016 .(157 ,156 :
3. Perception and visual because of its importance in the normal growth of the child, as well as its importance in the learning process, Recalling the study (al - Obeidi, 2004 (to that perception visual is directed behavior, particularly with regard to solving the problems of psychological and social compatibility, as well as that d night on the occurrence of exhibitionism In the nervous system, and evidence of its full activity (Al-Obaidi, 2004: 11) .A study) avian, 2015 (The stimuli and information that the child receives , whether it be in life in general, or in the learning process especially, are based primarily of a SAS to receive information through the senses and then it is interpreted and stored , which is known as cognition) avian, 2015: 1.(
4. Detection of the evolutionary path of the skills of perception visual in children ages (4.5, 5.5, 6.5) years, as well as disclosure of the nature of this path **,** while E .The growth was supported by theories of Ir Tqaiah theories of behavioral or educational.
5. The importance of the findings of the current research in determining the scientific method and the methodology sound in dealing with the child at this stage Ala of confidential task,including develop the skills of perception visual, and what educational experiences and education that should be a n child , whether through school curricula or activities and events class receives And extra-curricular.

Research Aims:

The current research aims identify:

1. Visual perception skills (visual discrimination, visual memory, distinction between shape and ground, visual closure, and spatial relationships) in children according to two variables:
   1. Age (4,5,5,6,5) years.
   2. Gender (male - female).
2. Indication of differences in skills (visual discrimination, visual memory, and the distinction between form and ground, and E .closure visual, spatial relationships) among children depending on two variables:
   1. Age (4,5,5,6,5) years.
   2. Gender (male - female).

search limits:

The current research is determined by the children of a Ammar (4.5, 5.5, 6.5) the age of,who are in kindergarten and primary schools ,government in the Directorate General for Education First Rusafa for the academic year.(2021 - 2020)

Defining terms:

First: Evolution

It was known by:

- **Code (Good, 1959):**

A change in the environment or organization leading to advancement in size, differentiation, complexity, integration, efficiency, capacity and degree of maturity) Good, 1959: 6).

- **Piaget (Piaget, 1986):**

Balance graduated from a state of weakness to a stronger one (Piaget, 1986: 20).

Second: SkillsSkils:(

Known to all ofSadiq and Abu Hatab (1994), that it:

Characteristics of a complex activity or task that requires intentional training and organized practice, which are accomplished in an appropriate manner, and which have beneficial results (Sadiq and Abu Hatab, 1994: 330).

- **Al-Absi (2015), that:**

Individual implementation of the tasks required to be performed with speed, mastery and accuracy (Al-Absi, 2015: 76).

-**Abdul Majeed (2017), that:**

Being able to accomplish some work in a correct manner, quickly in implementation, and with extreme accuracy (Abdul Majeed, 2017: 2).

- **Alison Alison, 2019)That:**

A set of personal experiences, knowledge and capabilities that a person should have, to be able to accomplish a task) Alison, 2019: 4.(

We conclude from the previous definitions that skill refers to the competence, mastery and speed that enables an individual to perform properly and masterfully for a task with the least possible effort.

Third : Visual Perception) Perception Visual

It was known by:

- **Leuven and Schofner) Leven & Shefner, 1981:**

The process of interpreting the information that the sensors come with (Tayyari, 2015: 17).

- **Al-Atoum:(2002)**

A complex cognitive process and a basic stage of processing information coming from the outside world through visual outlets in order to interpret it and give it meanings, and then organize it in the individual's cognitive construction and respond when needed (Al-Atoum, 2004: 98).

- Al-Meligy:(2004)

The mental process by which the external environmental stimuli that arouse the senses of the individual and attract his attention, and enable him to adapt psychologically and socially, and perception begins through sensory stimuli, the first of which is visual (Al-Meligy, 2004: 23).

- **Al-Juhani and Al-Zahar:(2005)**

The child's ability to interpret visual stimuli, and give them the meanings and connotations included in the test of visual distinction, visual memory, distinction between form, ground ,visual closure and spatial relationships (Al-Juhani and Al-Zahar, 2005: 9).

We conclude from the definitions that have been reviewed that the idea of a core that combines all of the definitions is that perception visual is a way that enables the child to interpret stimuli outside world, and given a clear gloss after receipt of sensory means (sight), enabling it to respond to them.

The researcher adopted the definition of (Al-Juhani and Al-Zahar, 2005) in order to adopt the test of them in measuring visual perception skills.

- **Procedural definition:**

It is the degree that the child who responds to each skill of visual perception obtains separately.

The Child: A group of children, that is, a young ,feminine girl, and a child with a fracture of the child, meaning a newborn or a newborn until puberty (Mustafa and Al-Zayat, 1985: 560).

- **Omar (Dictionary of Contemporary Arabic Language, 2008), that:**

The word child: means the little one of everything. A boy is called a child when he falls from his mother's womb until he has a wet dream (Omar, 2008: 1405).

Idiomatically defined by:

- **Al-Qurtubi (1964), that:**

Age the first stage of human life, which begins by birth, and through the Holy Quran this stage , saying in Ta to (then Nkrjkm children), and characterized this early stage of age the adoption of a child to the world around him, including parents and brothers almost entirely in a way, and continue until Puberty (Al-Qurtubi, 1964: 11).

- **Manaa) Convention on the Rights of the Child, 2006 ,(states that:**

Every man did not exceed eighteen, unless Yep LGA earlier age of majority under the law applicable (Manna 2006: 95).

The Second Topic : The Theoretical Side And Previous Studies

First: Theoritical Part

Visual perception:

Perception is the means by which a person communicates with his external environment, through the senses he gets to know his external world, and one of the most powerful senses through which this world is recognized is the sense of sight, and the eye is the receiving organ of the light stimuli, and then the light waves travel to the brain to happen afterwards. Sight.

And perception is one of the basic developmental processes that are important in the life of every individual, and it has its necessity in receiving learning and academic achievement, especially visual perception because of its role in the process of receiving and learning. If the senses are a means of transmitting stimuli in the surrounding environment to the brain ,perception has its active role in framing Implications, meanings and explanations for these stimuli, including the stimuli that are observed and transmitted by the sense of sight to the brain (Al-Qaryouti, 2010: 23).

Thus ,the perception process expresses the brain's processing of the stimuli transmitted by the senses, as the central nervous system organizes and interprets the information in order to complete the process of understanding the external environment .This process is the realization yeh be unique, in the sense that it is possible to face many individuals Agitators Ooualemoaagaf Mataa, but each individual perceives differently from the Â Exodus) Pederson, 2019: 2.

Visual perception is related to the process of selective attention that allows focusing on a specific stimulus, allowing it to be analyzed to identify and distinguish its physical properties, and then the short-term memory, or what is called "kaon ")CawanIn addition ,visual perception differs among children due to the difference in their degree of alertness, as their readiness to perceive a specific stimulus differs according to the degree of their alertness , whether this awakening is morning and evening (Belhouch, 2009: 35).

Elements of visual perception:

He sees many interested in studying child development, and among them) Lord & McGee, 2001 ,(And) Provost et al., 2007 ,(That children in general and through the perception visual explore the environment around them, and communicate with others ,and participate in activities and events several enable them to develop their personalities, so as to enhance their growth in the different aspects, and therefore any deficiencies in cognitive visual of the child entails deficiencies in aspects of Different aspects of his growth , and deficiencies in all activities of his daily daily life) Siam and Omar, 2018: 17 .(

The) Fahmi, pointed out in 1994 (to that to happen perception of stimuli or situations properly, it needs to " mental preparedness , " which is characterized by the integrity of the process of abstraction, and the integrity of the process of generalization, ie the ability to derive the basic qualities of the shape of the perceived, and the ability to circulate or Spread the perceived stimulus on similar stimuli .And the ability to distinguish the perceived stimulus, or its

general form (the overall formula of the perceived stimulus), or to perceive the background upon which the perceived form is based, such as (image and shadow) (Fahmy, 1994: 82).

The (endowment, 2000), has pointed out to the elements of perception sound is b (the ability to close the exciting sensory perceived), to be a perception meaningful, such as awareness of incomplete word letters as a whole word ,so as to achieve the child a sense of security, and to stay away from confusion (Waqf, 2000: 228).

While you see (Tayyy ,(2015 ,one of the most important components of perception is the availability and integrity of the two processes of feeling and attention in the child ,as these two processes have an effect on the accuracy of perception , and therefore perception has a clear effect on the child's mental development (Tayyari.(.(22 : 2015 ,

Factors affecting visual perception in a child:

There are many factors that affect the process of visual perception,which can be classified into two types of factors, the first is related to the stimulus or stimulus perceived in terms of (shape, size, color ,smell, etc.), that is, external factors related to the stimulus itself , and the other type relates to the person Perception, any subjective factors related to (the person's psychological needs, as well as his physiological needs, the extent of his mental preparation, etc.) .These factors can be briefly illustrated as follows:

First: external factors:

It refers to the factors related to the characteristics of the stimulus, including:

1. **Perception constancy:**

Often times the child perceives things as being fixed and not changing, even if their position changes, or the lighting changes, or the distance between the individual and the perceived stimulus, which is known as (constancy of perception . (And it has many types, including:

- **Shape stability:**

)Badr, 2001 (indicates that the perceived form remains constant despite the changes that may occur in the location of the stimulus, the shape, or the direction from which we look at the figure, for example if we look at the book from multiple angles or directions, its shape changes according to the direction or angle that we look at them to book, and though we know that book, and the reason for this is due to the supreme processes of visual processing are addressing these changes, and corrects ADRA only Xiae .Moreover, this kind of constancy is related to the size of the perceived object, and to the distance that distances us from it .All these indicators, that is, what is related to (shape, size, and distance) work on the stability of perception , and the more they increase within the context of the perceived thing, the more they help in the stability of perception) Badr, 2001: 95. (

- **Color fastness:**

According to (Waqf, 1998) ,the color visual perception is affected by the amount and type of illumination incident on the perceived stimulus, as well as the nature of the surrounding colors, and familiarity with the stimulus .And if these conditions disappear, then the stability of color perception diminishes, so if we look at something through a long tube, for example, without knowing what this thing is, and what kind of lighting it falls on, then we may perceive its color as being a color other than its true color, depending on the length of the light wave falling on it (Waqf, 1998: 232).

- **Spatial stability:**

Dewedar (1990) believes that despite many stimuli received by the retina, we perceive things in a fixed position (fixed position), and this matter has to do with the individual's experience with these stimuli)Dewedar.(196 :1990 ,

2. **Optical Tricks:**

Optical illusions may occur as a result of a distortion in perception , or it may be a normal state .It is intended that a to realize the size of the exciting or shape may does not apply with the size or shape real, ie , does not apply with the physical reality .The visual tricks arise from Sue E interpretation and Altool of sexy sensuous realistic, it seems interesting characteristics are not already present in it, or on the contrary , may divest himself of some properties in it .The interpretation of this situation is either for physical reasons, such as the case of a mirage, or for psychological reasons, related to the individual's expectation and familiarity with the stimulus (Al-Waqfi, 1998: 297).

Second: Subjective factors:

These are the factors that relate to the individual himself, including the following:

1. **Individual's expectations:**

Expectation plays a role in directing the behavior of the individual, so the individual usually hears and sees what he expects, so he reads the written word wrongly, reads it correctly (Al-Sayed, 1990: 21).

2. **Psychological and physiological needs:**

Psychological needs, such as the need for social status, the need for appreciation and respect, as well as the physiological needs, such as the need for food, water, etc., are factors that direct the child's behavior , and have their effect on interpreting visual stimuli and giving meaning to them, and thus perception is affected by these factors .)Onis, 2018: 53(

3. **Values and beliefs:**

The individual's perception is affected by the values he believes in, as through an experiment conducted by (Brunner, Postman and McGinney, 1948) on a group of children by presenting (36) vocabulary related to various values through a display device, and asking them to memorize these vocabulary, The researchers found that only children recalled the words that relate to the values in which they believe, and thus concluded that the pattern of values of the individual directs his behavior m towards certain perceptions (long 1999: 68).

4. **Experience and learning:**

Learning and previous experience impact in the process of cognition , The experience carried by the child from Albbih surrounding him to help him realize Mthiratha properly, as the experience makes him aware of the meanings carried by environmental stimuli, and the interaction of the child with his environment and learn what carries these stimuli from Amaano and accumulation of experience has it is easier to grasp Mthiratha easily and interpretation, Val child realizes that the light of a red signal in the traffic on the street means stopped cars came as a result of his previous experience for this exciting (Dwedar 0.199.(153 : 9

On the other hand (Suleiman and Fakhron, 2016), he emphasized the role and importance of visual perception skills in the occurrence of the learning process , and the child's acquisition of life and learning experiences, and indicated that deficiencies in these skills lead to a deficiency in learning or an impediment in the acquisition of life experiences (Khalil .(202 : 2019 ,

Indicated) Emmanuelle, 2007 ,(That there is a close relationship between skills between perception and all other skills that the child practices in the different stages of his life to meet you with his daily activities and activities) Emmanuelle, 2007: 32.(

5. **Affective state:**

The emotional state may have a negative effect on perception,which may lead to distortion of perception,as it was found that intense emotion distorts perception , whether this emotion is joyful or sad (Al-Sayed, 1990: 216).

Thus , we conclude that perception visual is influenced by many factors varied, including Maitalq Palmtar, including the related activities of the individual, and these factors have Manlvh effects in cognition , including Maysaad on cognition sound sexy and interpreted and giving sheen Taatlaih with the actual sexy reality, including Mayaml on the exciting perceived distortion, and give it Properties that do not belong to it, or stripping it of its properties, thus the perceptual distortion is staring.

Characteristics of visual perception in a child :

The visual perception of children, especially in the kindergarten and pre-school stage, is characterized by certain characteristics that we mention as follows following:

1. The child at this stage tends to perceive his usual (familiar) stimuli more than unusual stimuli.
2. The visual perception of visual stimuli depends first on the attentional process . And then his previous experiences about it.
3. The child focuses on one aspect of the perceptual stimuli , that is, his perception of the stimuli is central, and thus his judgments tend to distort his judgments of these stimuli, or to be inaccurate.
4. The child's perception of the reality around him in a complete way is less discernible than what adults perceive .

5. Although the child perceives himself at this stage as an independent person, he does not realize the limits of the surrounding environment.
6. The child at this stage is not able to visualize the action, or visualize the consequences of the action, that is, he cannot represent the action (behavior) mentally, so his experience is not commensurate with his behavior, for example, the child does not realize that the dog will bite him if he hurts the dog) Al-Juhani and Al -Zahar, 2005.(6 : (
7. A process that mediates sensory processes and behavior, meaning that it is an unobservable process, but it is inferred from the child's behavior (Al-Meligy, 2004: 205).

The development of sensory perceptions:

Children differ among themselves in the process of perception of information and experiences that reach through the senses to the brain, as a result of their difference in the process of feeling first and understanding second, in addition to intelligence, through the processes of feeling and understanding raw information is interpreted, and linked to previous information they have, if the cognitive experiences of the child Suitable for absorbing, distinguishing and classifying raw information, the child will be able to comprehend) Muhammad, 1994: 30.(

Literature suggests growth to the difference in the process of cognition in children return for two reasons: The first relates to the process of the e Ntqa information, as children differ among themselves in the process of attention and E .Ntqa things that interest them, so the process of perception differ among themselves .The second reason for the process of interpreting the information, if an event and that the similarity of children in the process of e Ntqa, the they differ in their interpretation of the information selected, and in the E .tender meanings of this information (Samurai Amin 2006: 176).

Visual perception skills:

1. **Visual discrimination:**

Visual discrimination is the ability of the individual to set distinct boundaries for a shape from other similar shapes, whether the similarity is in terms of size, color, or shape, such as the child's ability to distinguish between similar letters (b, c, w) or (c, h, X), or his ability to distinguish between shapes, words, or similar numbers (Al-Atoum, 2005: 80) .

Thus, this skill is represented by the child's ability to recognize the similarities or differences between visual stimuli, whether they are complaints or letters, and the extent of the difference between these stimuli) Smith, Patoon & Shannon, 2006: 33 .(

2. **Visual memory:**

It is the ability to receive real images of external stimuli as they are in reality ,as they are preserved in the form of imagination known as "icon ")icon ,(Known as memory icons J of (Ashour, Al-Najjar and 2014: 109 .(It can be said that it is represented in the information that the individual receives through the sense of sight , and then turns into a sensory store represented in the visual organ (the eye), and the perceptual image that emerges as a result of both the sensory and visual experience remains a fraction of a second , and then begins to fade away , .but be aware if her child and introduced in short - term memory (Abdel Halim 2004: 42).

It also is the ability of the individual to retain forms of visual images , and then being able to retrieve it after a period of time, ie , its ability Al Z remember visual images and retrieval ,and kept after display them once a and twice (Zayat 1996: 27) .That is, after realizing situations, events, or images visually, they are transferred to the visual memory that stores them and then retrieve them at a later time. The visual memory is the ability of the individual to retrieve or distinguish materials previously presented (Fonas, 2017: 33).

The visual memory is of utmost importance, as it helps the child to benefit from previous experiences he has gone through, as well as benefit from current experiences, with the possibility of modifying experiences for new ones, and thus we conclude that visual memory is important in the child's learning process (Sayah, 2007: 103).

3. **Distinguish between shape and floor:**

The distinction between form and the ground is the basis for the perception of all things, as it is not possible to see any shape as a form unless it is separated from its ground or background. When a person looks at any shape , he first sees the shape on the ground of A and (background) . Thus , he sees

the shape more heavily, as if the shape out of the background, in the sense that the shape is a prominent topic that is perceptible on the ground, thus Fa NH raises focus and becomes his a fake, but the A Razia seems behind the figure) , Amer, 2005: 233 .(That is, the child's ability to pay attention to the shape, and at the same time exclude all stimuli present in his background that do not belong to it)Lee, 2003: .(

4. The E closure Optical:

The child's ability to perceive the overall shape when only parts of the shape appear (Tony, 2015: 10) .Meaning that the child tends to complete the missing things that he sees based on his previous experiences to reach a state of completion, which is known as "the good form" (Hanafi, 2001: 207).

This skill refers to the ability of the individual to know the missing things being incomplete or complete, any such ability to determine what the a Xiae , even E n was an incomplete form (Saulsso 1996: 175).

Gestalt theory has used the term "closure" to describe a child's completion of a lack of an incomplete visual stimulus (Sayah, 2007: 103).

5. Spatial relationships

It means the child's ability to place things in a vacuum (Tayyari, 2015: 25) .This skill relates to the ability of the child to distinguish the A Xiae surrounding e which show how the E .transition from one place to another, and how to recognize the locations of objects or stimuli visual in their relationship to themselves, and in their relationship with things and Palmthirat other) Yunus, 2005: 25.(

Explanatory Theories of E .Druk Optical

Direct realism theory:

Jason is the first to develop this theory .Which refers to the perception of things happening as it is in reality, and that the senses are able to provide the individual with accurate information directly from the external environment, and that the visual information that Asthsalha from outside his world to be rich and did not need to deal with mental or internal representations to occur cognition .It called this theory is also treated as a theory or perception from the bottom to the top)Guy, 2019: 73.(

Indirect realism theory:

" Gregory" indicates the owner of realism theory is direct that treatment cognition yeh occur from the top to the bottom, and indicate to that perception is happening based on the previous experience, and then the individual building my perception of the world outside realistic based on the information stored in the construction of knowledge, because of a n interpretation stimuli of the external environment , in particular the mysterious ones need to experience the experiences and information as a result of knowledge of previously experienced by the individual and have been stored in the building of knowledge, thus leading to the ability to infer about the perceived stimuli) Mcleod, 2019: 17.(

According to that the visual system to balance the form in which the individual sees Balanmozj inventory in the visual memory, this means that the forms that must be mindful to have a model of stock in visual memory (zest, 1987: 44).

Gestalt Theory

The theory Aljhtalt indicate that the mind organized force turned Agitators scattered (chaos) to a system based on a special cognitive laws, and by objective factors relating to the nature of these seborrheic Rat, and called on these laws by (the laws of perception of sensory), and thanks to these laws are organized Agitators sensory and physical in formulas A faculty that appears in the child's cognitive domain) Onis, 2018 .(43 :

Thus ,perception according to the theory of Gestalt is done as a whole and not merely as a grouping of the perceived parts, and thus perception is a holistic product of various stimuli of the same subject (Amer, 2005: 63).

This theory holds that the physical and sensory stimuli are organized into holistic formulas for perception to occur , from a classification of daily experience and what happens during learning to give these formulas meaning (Badr, 2001: 120).

Feature integration theory:

Developed "drawing a , (1986) " this theory interpreted perception on a SAS process attention , and carried out through two phases: the first is called the treatment of attention yeh, and indicate to that process information on the form is done without having to have the attention of the precise role of which, as the

The samples collect shape, color, and orientation information through jumping eye movements, and then the visual system creates a comprehensive visual image of the situation .While the second stage is based on selective attention to processing the various shape data of the visual position, hence that means that the attention has a selective role for the shape with special features and specifications in a specific visual situation, then these features or specifications are transformed into perceptual characteristics that the memory processes, and then balances these The information is combined with the information stored in the visual memory, thus disappearing or deleting the previous image of the form and replacing it with the new image based on the process of selective attention of the child, thus linking selective attention between the separate features of the shape and combining them into a new component that is perceived (Onis, 2018: 43).

Piaget Evolution of Perception Theory

These theories are among the important theories in explaining the development of children's thinking, and Piaget developed his theory through his study of children's sensory perceptions, and found children's speech revealing how they perceive things, and how they think) Donald, 1977: 247.(

Through Piaget's observations of children, it was assumed that growth employs the driving forces of the child to perceive his world and assimilate the contents of this world, and the biological nature of these driving forces for the child (Bahcine, 2018: 1).

Sees "Piaget" realizing that the children and their thinking is quite different from the adult perception and thinking, as the previous idea of the idea of Piaget about perception , which is that E .Druk children and his thinking is no different from the perception adults only in quantitative terms, ie , the amount available to have the information differs from the amount of information Available for adults.

Piaget has pointed out that the e Chtlav is a qualitative difference rather than a difference quantitative, and thus proved that the perception of children qualitatively different from the awareness of adults, and that the perception of children of things change with age, becomes over time , the type of cognition same for adults, this means that the perception of children is evolving the more Child's age (Shaheen, 2013: 3).

Indicates "Piaget "to the effect of the cognitive level of the child in the practical realization yeh of the child, it depends perception on previous experience gained from the outside world in the past , or early growth stages (Belhouchet 2009: 41).

Indicators of benefit from the theoretical framework:

By reviewing the different theoretical perspectives and frameworks, the researcher was able to gain access to these scientific insights that explain visual perception in children .The conclusion reached by the researcher that the process of sense precedes the process of cognition and grooming her, and that the difference between the processes of sensation and perception lies in that the first (sense) process physiologic, while the second process) cognitive (psychological process through which to interpret the stimuli that the child receives through the senses, and then E .tender sheen of its own .Thus, the sense is the main source of a process of cognition , and that the function of a core of a sense of the transfer of stimuli from the external environment, to be interpreted and construed and a tender gloss her through the process of cognition , and the brain analyzed and classified and stored based on the previous experience he has .In addition, the attention process has functions that affect the perception process . By paying attention to certain stimuli in the surrounding environment, the visual sense receives these stimuli, so that some or all of them are clearly perceived.

Second. Literature Review

A number of previous studies dealing with visual perception and its skills will be reviewed, and they will be reviewed as follows:

-Miller's study(1986)

The study revealed children's visual perception capabilities . The study tool consisted of dolls similar in shape and color, and it was presented to a sample of 128 children and girls from kindergarten (nursery, kindergarten) .The study came to the development of cognitive visual children depending on the variable age ,as well as the high level of cognition in children with emotion degree of attention they have increased the level of interest.

- **A study (Dergham, 1990):**

The current study sought to reveal the level of visual perception of a shape for preschoolers .To achieve the objectives of the research, the researcher used the (Carolina Profile) test, in addition to an IQ test .After checking their standard characteristics, they were applied to a sample of (118) children, ages (3 - 5) years .And after statistical treatment of the data, the study concluded that the cognitive experiences of children increased with age, with no statistically significant differences in the visual perception of children according to the variables of sex and intelligence.

- **A study (Al-Razzouq, 2014):**

The present study aimed to develop a developmental scale to measure the perception / visual-motor integration of children aged (7-2) years, and to verify its developmental criteria for use in interpreting cognitive or developmental test scores .The skills of visual perception / integration were determined by skills (thinking of drawing lines, copying lines, tracing lines, and drawing lines), and the scale consisted of (18) items .The standard characteristics of the scale were verified, and the arithmetic averages and standard deviations of the scores of the responses of the sample members of children were calculated on the visual-kinesthetic perception scale , and the results indicated that there is a developmental pathway in children's visual-kinesthetic perception at the age of (2-7) years as the child gets older .

- **Study (Al-Tamimi, 2019):**

The study aimed to know the perception of colors and shapes in children according to the variables of age and sex .To achieve the objectives of the research, the researcher applied the (Muhammad, 20 (5 0 test for color perception, and the) Frostig (2010 ,test for perceiving shapes on a sample of (200) children, ages (3, 4, 5, 6) years, by (50) children. Each age stage is divided equally between males and females .After statistical data processing study found to be children aged 3 years is not my m Tlkon ability to recognize colors and shapes, and takes the perception of visual colors and shapes path through evolutionary ages (4, 5 and 6) years.

Beneficial aspects of previous studies:

By looking at previous studies that dealt with the visual perception variable , the researcher has helped in several matters, including:

1. Formulation of the research problem.
2. Enriching the current research with theoretical frameworks explaining the studied variable.
3. Getting acquainted with the measurement tools used in each study, as well as knowing the appropriate procedures for them.
4. Balancing the findings of the current research with the results of previous studies.

Chapter Three: Research Methodology and Procedures

In this topic, a review of the research methodology and procedures will be presented as follows :

First: Research methodology : The researcher followed the descriptive approach in the current research, as it aims to describe the phenomenon and collect data on it, in addition to classifying, organizing and expressing this data in a quantitative and qualitative manner (Al-Anani, 2001: 67).

Second: Research Procedures : The **search procedures** will be reviewed as follows:

Research community : The current research community consists of children ages (4,5, 5,5, 6,5) years, who are in kindergartens and primary schools, affiliated to the General Directorate of Education in Rasafa Al-Awla, for the academic year (2020-2021), as shown in Table.(1)

A table :(1) The research community is distributed according to directorate ,age and gender

Total	Females		Sex Age	Directorate

		Males		
3856	1867	1989	4,5years	Rusafa first
4638	2275	2363	5,5years	
16016	14484	1532	6,5years	
			The total	

1. Research sample : To achieve the research objectives in investigating visual perception skills in children of ages (4,5, 5,5, and 6,5) years, a sample of (150) children and girls was chosen ,by (50) for each age, equally between males and females . As shown in Table.(2)

Table(2)

The research sample is distributed according to age and gender

Total	Females	Males	Sex Age	Enterprise Educational
25	13	12	4,5	Eternity Kindergarten
25	12	13		Al Ward Kindergarten
25	12	13	5,5	Eternity Kindergarten
25	13	12		Al Ward Kindergarten
25	12	12	6,5	Al Mahaj Primary School
25	13	13		Al Farazdaq Elementary School
150	75	75	The total	

2. Search Tool.

To achieve the research objectives in measuring visual perception skills , the researcher adopted the visual perception skills development test prepared by (Al-Juhani and Al-Zahar ,(2005 ,as this test measures the visual perception skills of children from the age of four and a half until before seven, i.e. from (54-82 months).(

Test description:

The visual perception skills test consists of (26) items) Appendix 1 , (varying between matching the correct image, identifying the different image, rearranging shapes according to their size, and distinguishing the shape from the background. These paragraphs are divided into five skills as follows:

1. The skill of visual discrimination: It consists of (6) items, of the sequence.(6-1)
2. Visual memory skill: It consists of (5) items, of the sequence.(11-7)
3. The skill of distinguishing between shape and background: It consists of (5) paragraphs, of the sequence.(16-12)
4. The skill of visual closure: It consists of (5) items, of the sequence .(21-17)
5. The skill of spatial relations: It consists of (5) paragraphs, of the sequence .(26-22)

Test Correction Method:

The test is corrected by giving one score for the correct answer, and (zero) for the wrong answer, and the grades of each skill are collected separately, and the scores are collected for each member of the sample for each skill separately, and it is recorded in a special form to record the scores.

Logical analysis of the test items:

To check the matching paragraphs for the property , which has been prepared to measure, and their suitability for the Iraqi environment, so the initial test display on his image a total of arbitrators specialists in educational and psychological sciences and the number (10) arbitrator , In order to know their views on the relevance and validity of the paragraphs, as well as to define the skill development level criterion .In the

light of the opinions of the arbitrators and the discussions that the researcher conducted with them, the opinions of the arbitrators were agreed upon to agree to accept all the test items at a rate of 100%.

Clarity of test instructions and paragraphs:

With the aim of identifying the clarity of the instructions and the test items in terms of wording and meaning, and the understanding of the respondent, as well as calculating the time spent in answering, the test was applied on a random sample of (30) children and girls, by (10) children of each age, divided between Males and females, and Table (3) illustrates this for you.

A' s Table(3)

Members of the exploratory sample according to the variables of age and gender

total summation	Females	Males	SexAge
10	5	5	4,5
10	5	5	5,5
10	5	5	6,5
30	15th	15th	total summation

The exploratory application showed that all the paragraphs are clear and understandable to the whole sample, and the researcher recorded the response time of the survey sample members to the test items according to a variable, as shown in Table .(4)

Table(4) TheTime Taken for The Pilot Sample for Each Ageof the Ages Covered By The Research

Time spent	Age
58minutes	4,5
46minutes	5,5
35minutes	6,5

Statistical Analysis of the Test Items:

The statistical analysis is a process of examining the responses of the subjects for each paragraph of the test, so the paragraphs were statistically analyzed by the researcher in order to determine the coefficient of difficulty and discriminatory strength , and to achieve this, the researcher applied the test on the research sample of (150) children, as was previously explained, and she By extracting the following properties:

1. Paragraph difficulty coefficient : The researcher calculated the difficulty factor for the paragraphs of each skill of visual perception according to its own equation, and the difficulty range ranged between-0.45) **,** (0.62and the researcher adopted Bloom's criterion Bloom)Which refers to the acceptance of the paragraph that falls within the preferred range of difficulty coefficients, which is between (0,20-0,80), as shown in Table.(5)

2. The strength of distinguishing paragraphs : Strongly intended to distinguish a paragraph is its ability to distinguish between those with higher and lower levels in relation to the trait measured by the test (Imam, Al-Ajili, and Abd al-Rahman, 1990: 140) .After calculating the discriminatory strength of each of the test items and for each skill, it was found that it ranged between (0.33-0.58), and this means that the test items distinguish between the upper and lower groups in the test, as shown in Table.(5)

Table:(5) EvaluatingThe Coefficients of Difficulty and Discrimination to Test Visual Perception Skills

Factor Discrimination	Difficulty factor	The number of answers in the lowest group		The number of answers in the upper group		T The paragraphs
		False	correct	False	correct	
0,34	0,54	29	12	15th	26	1
0,39	0,58	32	9	16	25	2
0,34	0,56	30	11	16	25	3
0,27	0,40	22	19	11	30	4
0,54	0,49	31	10	9	32	5
0,37	0,45	26	15th	11	30	6
0,39	0,37	23	18	7	34	7
0,37	0,57	31	10	16	25	8
0,32	0,52	28	13	15th	26	9
0,32	0,43	24	17	11	30	10
0,34	0,37	22	19	8	33	11
0,39	0,54	30	11	14	27	12
0,34	0,49	27	14	13	28	13
0,32	0,40	23	18	10	31	14
0,34	0,63	33	8	19	22	15th
0,37	0,35	22	19	7	34	16
0,32	0,55	29	12	16	25	17
0,37	0,50	28	13	13	28	18
0,34	0,42	24	17	10	31	19
0,29	0,59	30	11	18	23	20
0,39	0,56	31	10	15th	26	21
0,34	0,39	23	18	9	32	22
0,27	0,70	34	7	23	18	23
0,32	0,43	24	17	11	30	24
0,32	0,40	23	18	10	31	25
0,32	0,57	30	11	17	24	26

C .The relationship of the paragraph to the degree of skill to which it belongs: The researcher verified this indicator by finding the relationship between the degree of each paragraph and the degree of skill to which it belongs, and after Using the Point Pesserial correlation coefficient, it became clear that all the paragraphs are statistically significant when balanced by the critical value of the correlation coefficient of ,(0.161) at the level of significance (0.05), and with the degree of freedom.(148)

Test reliability: The concept of consistency of test scores means the extent to which they are free from irregular errors that mar the measurement, i.e. the extent to which the test measures the true amount of the characteristic that it aims to measure, for test scores are constant) ReliableIf the test measures a certain feature consistently in different conditions that may lead to measurement errors , then stability in this sense means consistency or accuracy in the measurement (Allam, 2000: 131) .The stability was calculated using the Alpha-Cronbach equation, as each skill was fixed as shown in Table.(6):

Table(6) EvaluatingThe Stability Coefficients by Cronbach'sAlphaMethod

For each skill of visual perception

Stability coefficient	Visual perception skills	T
0,81	Visual discrimination	1
0,79	Visual memory	2
0,84	Distinguish between shape and background	3
0,82	Optical shutdown	4
0,80	Spatial relationships	5

The literature on measurement and evaluation indicates that The value of the stability factor if it is greater than) ,(0,70considered acceptable (Parker and Bustratj Walliott, 1999: 122 .(Thus, the values of the coefficient of stability for each visual perception skill are considered acceptable.

Final application

After verifying the standard characteristics of the visual perception skills test , it was applied to the research sample referred to in Table (2), which is 150 male and female children .The date of application was set in agreement with the administration of kindergartens and primary schools covered by the current research, and the application continued from Sunday (10/18/2020) until Thursday.(2020/26/11)

The application was by interviewing each child separately, and with the agreement of the kindergarten and primary schools administration, a special room was set for the interview, and the researcher adopted the vernacular dialect when talking with the child .A questionnaire was prepared that included the child's data in terms of age and gender, in addition to that it included (4) boxes ,the first box included the skill, the second field the question number, and the third included the child's answer ,and the fourth included the degree that the child got in each skill. Taking into account the child's desire for dialogue and answering questions, the researcher stops asking questions when the child feels bored or tired.

The researcher gives the test form and a pen to the child, and tells him that she will ask him a number of questions, explain to him how to record his answer on the form, explain to him what is required of him in each question, and continue to follow him until all the questions are completed, and after completing the answer, she receives the form from the child and puts the appropriate score. For each paragraph in each skill separately.

Statistical means:

The researcher used the statistical package)s pss ,(To process its research data, and the statistical methods used to analyze the data were as follows:

1. Difficulty equation: to extract the difficulty of the test items.
2. Discrimination equation: To extract the discriminant values of the test items.
3. Point Percerial Correlation Coefficient: Extract the relationship of the paragraph to the degree of skill it belongs to.
4. Alpha Cronbach equation: To extract the invariance for the search test.
5. Single Sample T-Test: To learn visual perception skills.
6. Analysis of binary variance with interaction to extract differences in visual perception skills according to age and gender variables.

The fourth topic : Presentation, interpretation and discussion of results

This chapter includes a presentation of the findings of the current research in accordance with its specific objectives, interpretation and discussion of them in light of the theoretical framework and previous studies , as well as the characteristics of the current research community, and then coming up with a set of recommendations and proposals .This will be reviewed as follows:

The first goal: To identify the visual perception skills of children according to two variables:

1. **Age (4,5,5,5,6,5) years.**
2. **Gender) males - females. (**

The results will be reviewed as follows:

A depending on age (4,5,5,6,5) years:

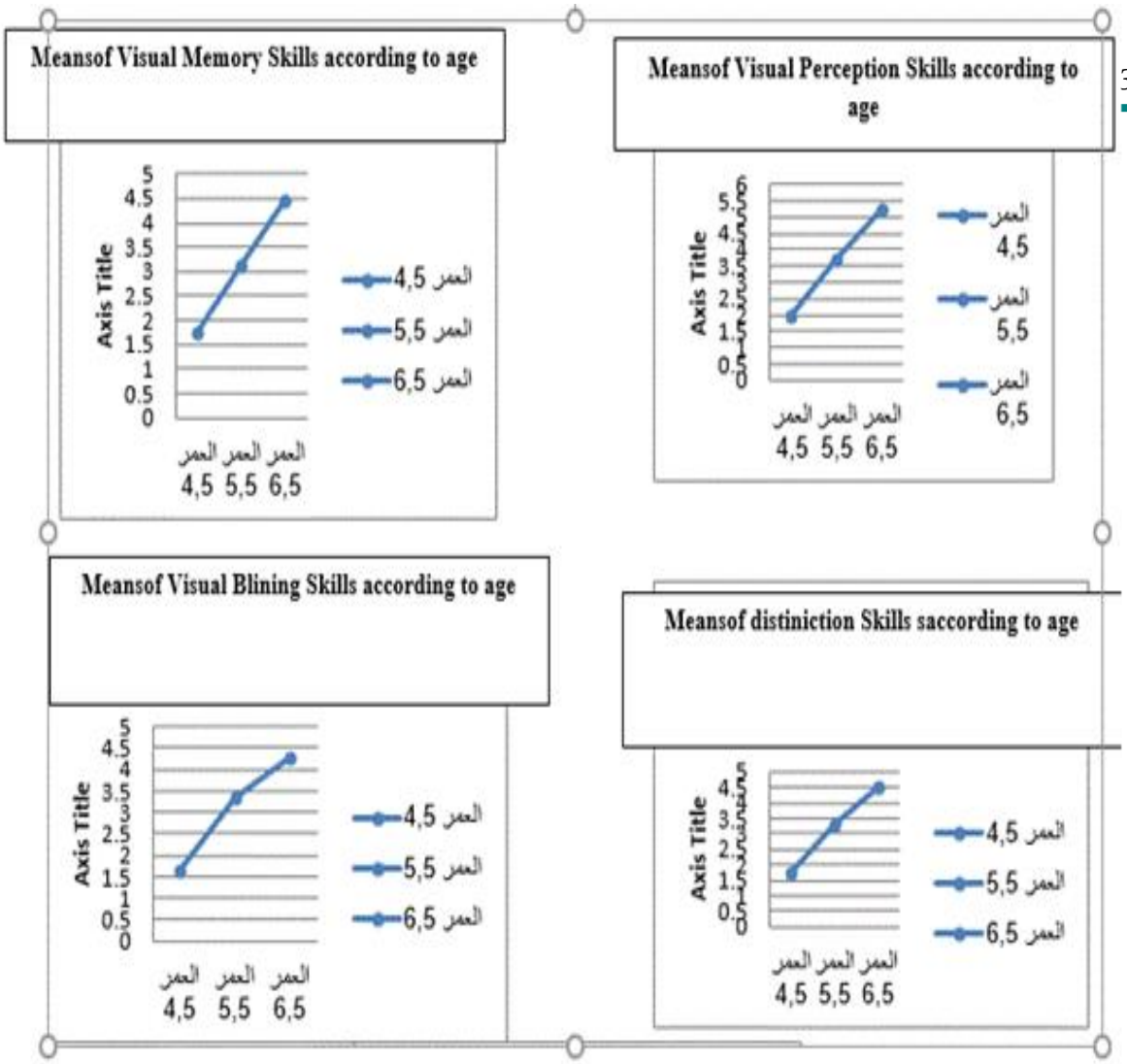
To achieve this goal applied researcher test the skills of cognitive visual , consisting of five skills on the research sample amounting to 150 children and a child , having been extracted the been the mean and standard deviation for each

skill and for all ages of ages covered by the research , and to know the significance of differences between arithmetic averages and the average premise used T-test for one sample, and the results are in Table (7) and Figure.(1)

Table(7)

Average scores of visual perception skills , their standard deviations, computed and tabular T-values, and their level of significance according to skill and age

Indication level(0,05)	T-value		Theoretical average	standard deviation	SMA	the number	Age	Skills
	Tabular	Calculated						
Theoretical function	2,00	6,841	3	1,095	1,940	50	4,5years	Visual discrimination
Function	2,00	5,899	3	0,839	3,700	50	5,5 years	
Function	2,00	22,100	3	0,723	5,260	50	6,5 years old	
Theoretical function	2,00	6,690	2,5	0,803	1,740	50	4,5 years	Visual memory
Function	2,00	5,782	2,5	0,783	,140	0	5,5 years	
Function	2,00	22,604	2,5	0,613	,460	0	6,5 years old	
Theoretical function	2,00	6,788	2,5	0,771	,760	0	4,5 years	Distinguish between shape and background
Function	2,00	6,133	2,5	0,876	,260	0	5,5 years	
Function	2,00	24,630	2,5	0,580	4,520	0	6,5 years old	
Theoretical function	2,00	9,026	2,5	0,658	1,661	50	4,5 years	Optical shutdown
Function	2,00	6,476	2,5	0,917	3,340	50	5,5 years	
Function	2,00	17,307	2,5	0,735	4,300	50	6,5 years old	
Theoretical function	2,00	6,816	2,5	0,809	1,720	50	4,5 years	Spatial relationships
Function	2,00	6,488	2,5	0,828	3,260	50	5,5 years	
Function	2,00	17,252	2,5	0,729	4,280	50	6,5years old	



It is clear from Table (7) and Figure (1) the following:

- The research sample, at the age of (4.5) years, possesses all visual perception skills at a weak level , as the arithmetic mean of each skill was smaller than the hypothetical average, and the T-values calculated for it were statistically significant in favor of the hypothetical average being greater than the tabular T value of (2,00) , At the level of significance (0.05), and with the degree of freedom.(49)
- The research sample has an average age of (5.5) years of all visual perception skills at an average level , as the arithmetic mean of each skill was greater than the hypothetical average, and the T-values calculated for it were statistically significant, being greater than the tabular T value of (2,00). At the level of significance (0.05), and with the degree of freedom.(49)
- The research sample, at an age of (6.5) years, possesses all visual perception skills at a high level, as the arithmetic mean of each skill is greater than the hypothetical average and the T-values calculated have a statistically significant function being greater than the tabular T value of (2.00), at the level of significance (0.05), and the degree of freedom.(49)

B - By gender (males - females)

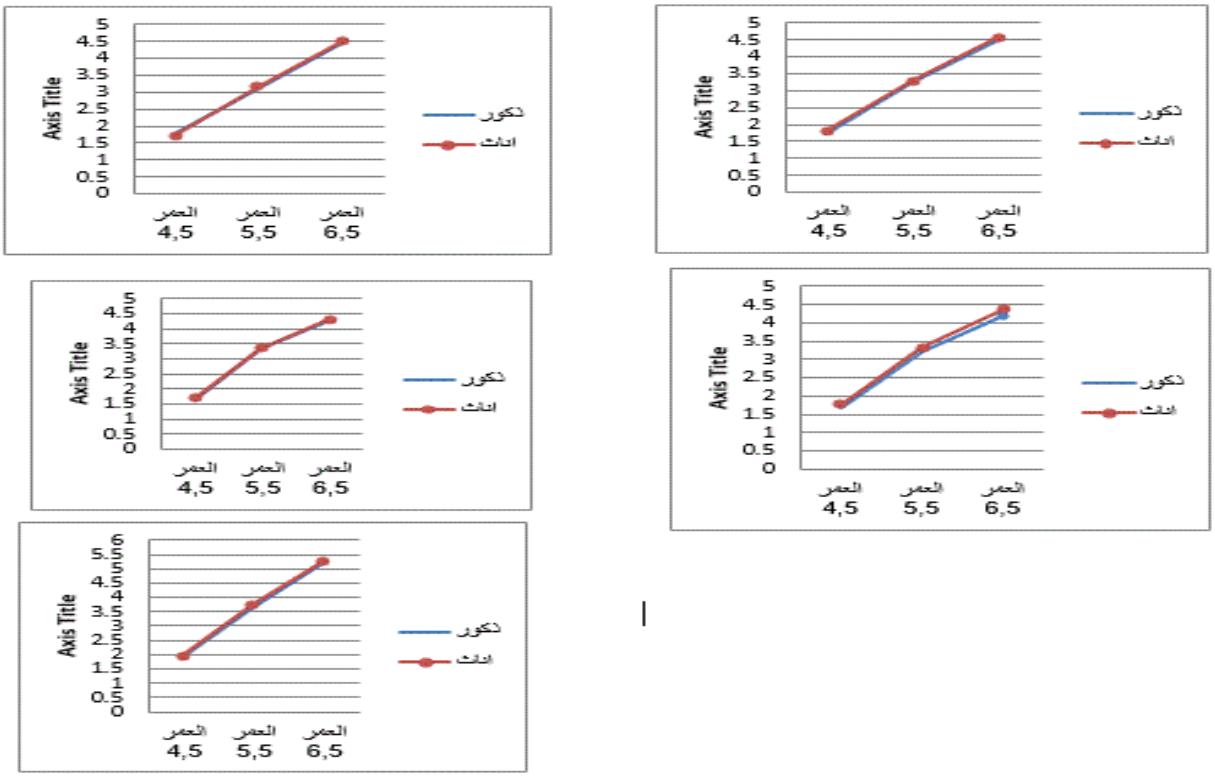
To achieve this goal , the average extracted researcher arithmetic mean and standard deviation for both males and females each skill of the skills of perception and visual for all ages of ages covered by the research ,and to know the significance of differences between arithmetic averages and the average premise for both males and females and each skill used test Altaia for one sample , and the results are shown in Table (8) and.(2)

Table(8)

The mean scores of visual perception skills,their standard deviations, the computed and tabular T-values, and the level of their significance according to the gender variable

Indication level (0,05)	T-value		The hypothetical mean	standard deviation	SMA	Sex	number	Age in years	Skills
	Tabular	Calculated							
Function of the hypothesis	2,004	5,023	3	1,077	1,920	Males	25	4,5 years	Visual discrimination
Function of the hypothesis	2,004	4,581	3	1,136	1,960	Female	25		
Function	2,004	3,721	3	0,860	3,640	Males	25	5,5years	
Function	2,004	5,578	3	0,831	3,760	Female	25		
Function	2,004	15,448	3	0,723	5,240	Males	25	6,5 years old	
Function	2,004	15,510	3	0,737	5,280	Female	25		
Function of the hypothesis	2,004	5,103	2,5	0,723	1,760	Males	25	4,5 years	Visual memory
Function of the hypothesis	2,004	4,382	2,5	0,891	1,720	Female	25		
Function	2,004	3,523	2,5	0,881	3,120	Males	25	5,5 years	
Function	2,004	4,783	2,5	0,688	3,160	Female	25		
Function	2,004	16,581	2,5	0,583	4,440	Males	25	6,5 years old	
Function	2,004	15,114	2,5	0,653	4,480	Female	25		
Function of the hypothesis	2,004	5,299	2,5	0,737	1,721	Males	25	4,5 years	Distinguish between shape and background
Function of the hypothesis	2,004	4,294	2,5	0,816	1,800	Female	25		
Function	2,004	4,458	2,5	0,831	3,240	Males	25	5,5 years	
Function	2,004	4,171	2,5	0,936	3,280	Female	25		
Function	2,004	16,923	2,5	0,586	4,480	Males	25	6,5 years old	
Function	2,004	17,607	2,5	0,583	4,560	Female	25		
Function of the hypothesis	2,004	6,143	2,5	0,700	1,640	Males	25	4,5 years	Optical shutdown
Function of the hypothesis	2,004	6,560	2,5	0.627	1,680	Female	25		
Function	2,004	5,125	2,5	0,802	3,320	Males	25	5,5 years	
Function	2,004	4,155	2,5	1,036	3,360	Female	25		

Function	2,004	11,266	2,5	0,792	4,280	Males	25	6,5 years old	
Function	2,004	13,188	2,5	0,690	4,320	Female	25		
Function of the hypothesis	2,004	4,555	2,5	0,900	1,680	Males	25	4,5 years	Spatial relationships
Function of the hypothesis	2,004	5,103	2,5	0,723	1,760	Female	25		
Function	2,004	4,575	2,5	0,764	3,200	Males	25	5,5 years	
Function	2,004	4,556	2,5	0,900	3,320	Female	25		
Function	2,004	11,111	2,5	0,763	4,200	Males	25	6,5 years old	
Function	2,004	13,286	2,5	0,700	4,360	Female	25		



Figure(2) : **Arithmetic means of visual perception skills according to the gender variable**

It is clear from Table(8)and Figure (2) the following:

1. Owns the research sample age (4.5 years) male and E .female skills perception visual level are all weak , with the values of T is calculated as a function statistically smaller than the T value Tabulated. .
2. It owns the research sample age (5.5 years) male and E .Nath skills , cognitive visual average level of all, with the calculated

values were T function being statistically greater than the value of T Tabulated.

3. It owns the research sample age (6.5 years) male and E .female skills perception optical g Aaha high level, as was the calculated values of T function being statistically greater than the value of T Tabulated.

The second objective: to identify the statistical significance of differences in the skills of perception visual children according to two variables : age 6.5 ,5.5 ,4.5) years ,(sex) male - female. (

1. **Visual discrimination skill:**

The researcher took the responses of the research sample of (150) boys and girls, and the arithmetic averages of their scores were extracted in the visual discrimination skill test, and to make sure of the significance of the differences between the arithmetic averages according to the variables of age (4,5,5,5,6,5) years , and gender. (Male - female), the two-way analysis of variance test was used, and the results are shown in Table.(9)

Table(9) : **The results of the analysis of binary variance by interaction to identify statistically significant differences in the skill of visual discrimination in childrenAccording to the age and gender variables**

Indication (0,05)	Fatal ratio	Average of squares	Degrees of freedom	Sum of squares	The source of the contrast
Function	167,321	137,947	2	275,893	Age
Nota function	0,202	0,167	1	0,167	Sex
Not a function	0,032	0,027	2	0,053	Age * gender
		0,824	144	118,720	The error
			149	394,833	Macro

The results of the two-factor analysis of variance showed the following data:

2. **Age variable**: It is evident that the value of the calculated F-Ratio (167,321) is greater than the tabular F-rate value of (3.00), at a level of significance (0.05), and at two degrees of freedom (2,144), which indicates the existence of differences. Statistical function in the skill of visual discrimination according to the variable of age, and to know the significance of the differences in favor of any of the ages covered by the research, a Shave test was used for dimensional comparisons, and the results are shown in Table (10).

Table(10): Scheffe's values for dimensional comparisons of differences in visual discriminationskillDepending on the age variable

Ages	4,5years	5,5years	6,5years
4,5years	-	-	-
5,5years	1,76	-	-
6,5years	3,32	1,56	-
Critical Shiv value(0.445)			

It is clear from Table (10) that there are differences according to age and in favor of older age, and this means that there is a continuous development in the skill of visual discrimination with age among the children included in the research, and Figure (3) shows the evolutionary path of this skill.

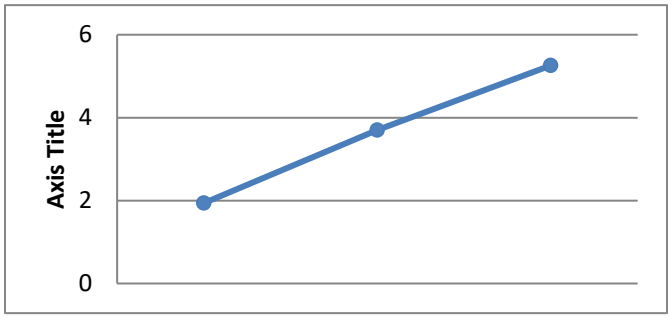


Fig. 3: Explains the evolutionary path of the skill of visual discrimination according to the variable of age

3. **Gender variable** : It is evident that the value of the calculated female ratio (0,202) for the gender variable is smaller than the tabular value of the female ratio (3.84), at a level of significance (0.05), and for two degrees of freedom ,1) .(144Indicating to that there is no statistically significant differences in the evolution of visual discrimination skills in both males and females .

C .The interaction between the age and sex variables : It is evident that the value of the calculated F-ratio (0,032) for the interaction between the two variables (age and sex) is smaller than the tabular value of the F-ratio of (3.00), at a level of significance (0,05), and two degrees of freedom ,2) .(144Which refers to that there is no statistically significant differences in the function of the evolution of the skill of visual discrimination depending on the interaction between the two variables of age and sex.

4. **Visual memory skill:**The researcher took the responses of the research sample of (150) children, and extracted the averages of their scores in the skill of visual memory .To confirm thesignificance of the differences between the arithmetic averages according to the two variables of age (4,55,5 ,, and 6,5) years,and gender (males and females), the test of the analysis of variance of two-way interaction was used, and the results are shown in Table.(11)

Table(11) : TheResults of the Analysis of Binary Variance by Interaction to Identify Statistically Significant Differences in The Skill of Visual Memory in ChildrenDepending On the TwO Variables (Age and Gender)

Indication (0,05)	Fatal ratio	Average of squares	Degrees of freedom	Sum of squares	The source of the contrast
Function	**166,512**	**92,507**	**2**	**185,013**	**Age**
Not a function	**0,012**	**0,007**	**1**	**0,007**	**Sex**
Not a function	**0,048**	**0,027**	**2**	**0,053**	**Age * gender**
		0,556	**144**	**80,000**	**The error**
			149	**265,073**	**Macro**

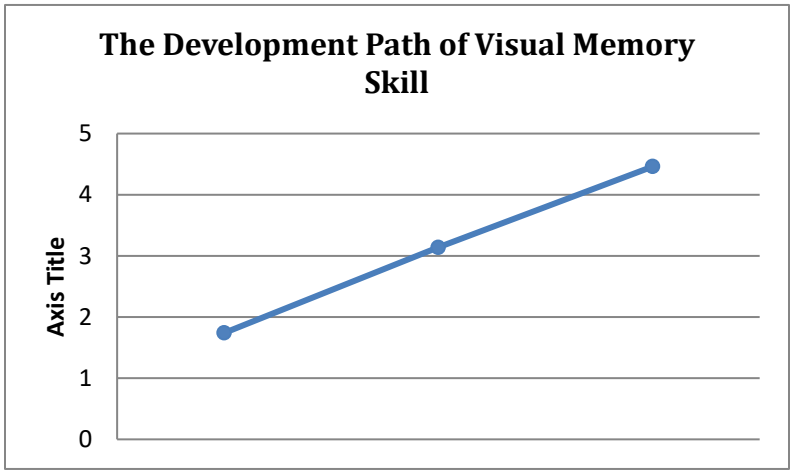
The results of the two-factor analysis of variance showed the following data:

1. **Age variable: It is** clear that the value of the calculated FFR (166,512) is greater than the value of the tabular F-rate of (3.00), at a level of significance (0.05), and at two degrees of freedom .(2,144)Which indicates the existence of differences in statistically significant visual memory depending on the skill of the variable age .In order to know the significance of the differences in favor of any of the ages included in the research, a Scheffe test was used for dimensional comparisons, and the results are shown in Table.(12)

Table(12)
Schiffe's values for the dimensional comparisons of differences
Between the arithmetic averages according to the variable of age

Ages	4,5years	5,5years	6,5years
4,5years	-	-	-
5,5years	1,40	-	-
6,5years	2,72	1,32	-
Critical Shavea value(0,365)			

Seen from the table (12), there are differences statistically significant depending on age, and was the difference in favor of the old larger , suggesting to that there is a continuous development in visual memory with age skill of children covered by the research, and Figure 4 illustrates the evolutionary path of this skill.



Figure(4) : TheEvolutionary Path of Visual Memory Skill According to The Variable of Age

2. **Sex variable:**It is evident that the value of the calculated female ratio (0,012) for the gender variable is smaller than the tabular value of the female ratio (3.84), at a level of significance (0.05), and with two degrees of freedom .(144 ,1) Indicating to that there is no statistically significant differences in the evolution of visual memory skill in both males and females .

C .The interaction between the age and gender variables : It is evident that the value of the calculated F-rate (0.048) for the interaction between the two variables (age and gender) is smaller than the tabular value of the F-ratio of (3.00), at a level of significance (0,05), and with two degrees of freedom .(144 ,2)Indicating to that there is no statistically significant differences in the evolution of memory depending on the skill of visual interaction between the two variables of age and sex.

3. **The skill of distinguishing between shape and background:**

The researcher took the responses of the research sample of (150) male and female children, and the arithmetic averages of their scores were extracted in the test of the skill of distinguishing between appearance and background according to the variables of age (6.5 ,5.5 ,4.5) years , and gender (male - female) .And to confirm the significance of the differences between the arithmetic means, use the test of the analysis of variance of two-way interaction, and the results are shown in Table.(13)

Table(13) : The**Results of the Analysis of Bilateral Variance by Interaction to Identify Statistically Significant Differences in The Skill of Distinguishing Between Appearance and Background in ChildrenDepending On the Two Variables (Age and Gender)**

Indication (0,05)	Fatal ratio	Average of squares	Degrees of freedom	Sum of squares	The source of the contrast
Function	165,538	95,460	2	190,920	Age
Not a function	0,289	0,167	1	0,167	Sex
Not a function	0,012	0,007	2	0,013	Age * gender
		0,577	144	83,040	The error
			149	274,140	Macro

The results of the two-factor analysis of variance showed the following data:

1. **Age variable: It is** clear that the value of the calculated F-rate (165,538) is greater than the tabular F-rate value of (3.00), at the level of significance (0.05), and with two degrees of freedom .(2,144) Which indicates the existence of differences in skill statistically significant distinction between form and background depending on the variable age ,and to know significance of differences in favor of any age covered by the research, use test Hevah comparisons dimensionality,and the results are shown in the table .(14)

Table(14) :Scheffy values for the post-comparisons of the differences between the arithmetic means of the scores of the sample individualsIn the skill of distinguishing between shape and background according to the variable of age

Ages	4,5years	5,5years	6,5years
4,5years	-	-	-
5,5years	1,50	-	-
6,5years	2,76	1,26	-
Critical Shaiv value(0,372)			

It is clear from Table (14), that there are statistically significant differences according to the age variable, and the differences were in favor of older age .Which refers to the development of the skill of the distinction between form and background continuously with age, and Figure 5 illustrates the evolutionary path of this skill.

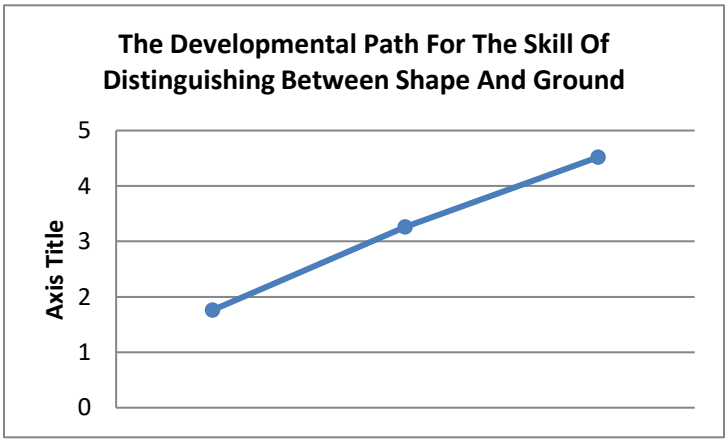


Fig. 5 .The**Evolutionary Path Demonstrates the Skill of Distinguishing Between Form and BackgroundDepending on the Age Variable**

B .Sex variable : It is evident that the value of the calculated female ratio (0,289) for the gender variable is smaller than the tabular value of the female percentage ratio of (3.84), at a level of significance (0.05), and with two degrees of freedom .(144 ,1)Indicating to that there is no differences Hsaiaa function in the evolution of the skill to distinguish between the shape and background in both males and females.

C .The interaction between the age and sex variables : It is evident that the value of the calculated F-ratio (0,012) for the interaction between the two variables (age and sex) is smaller than the tabular value of the F-ratio of (3.00), at a level of significance (0,05), and with two degrees of freedom .(144 ,2)Indicating to that there is no statistically significant differences in the evolution of the skill to distinguish between shape and background depending on the interaction between the variables of age and sex.

4. **Visual closing skill:**

The researcher took the responses of the research sample of (150) children, and extracted the arithmetic averages of their scores in the visual occlusion skill test according to the two variables of age (4,5,5,5,6) years, and gender (male - female) .And to confirm the significance of the differences between the arithmetic means, the two-way analysis of variance test was used by interaction, and the results are shown in Table.(15)

Table(15) The results of the analysis of bilateral variance by interaction to identify statistically significant differences in the skill of visual closure in childrenDepending on the two variables (age and gender)

Indication (0,05)	Fatal ratio	Average of squares	Degrees of freedom	Sum of squares	The source of the contrast
Function	144,648	89,280	2	178,560	Age
Not a function	0,097	0,060	1	0,060	Sex
Not a function	0,036	0,022	2	0,044	Age * gender
		0.617	144	88,880	The error
			149	267,544	Macro

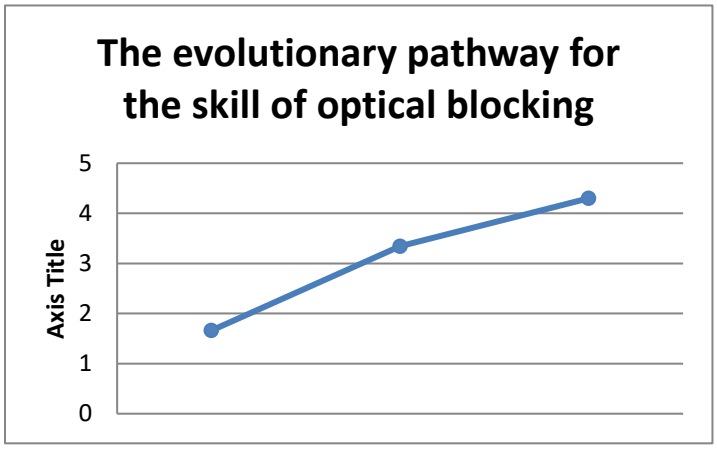
The results of the two-factor analysis of variance showed the following data:

.1**Age variable: It is** evident that the value of the calculated F-Ratio (144,648) is greater than the tabular F-rate value of (3.00), at the level of significance (0.05), and with two degrees of freedom .(2,144)Which indicates the presence of statistically significant differences in the evolution of the skill of visual closure depending on the variable age ,and to know significance of differences in favor of any age covered by the research, use test Hevah comparisons dimensionality and the results are shown in the table .(16)

Table(16) Scheffe's values for dimensional comparisons of differences in visual occlusion skill developmentDepending on the age variable

Ages	4,5years	5,5years	6,5years
4,5years	-	-	-
5,5years	1,68	-	-
6,5years	2,64	0,96	-
Critical Chiv value(0,385)			

It is clear from Table (16) that there are statistically significant differences in the development of the skill of visual closure according to the age variable, and the difference was in favor of older age .This refers to the development of the skill of visual closure continuously with age .Figure (6) shows the evolutionary path for this skill.



Figure(6) :The Evolutionary Path According to the Age Variable

2. **Gender variable:**It is evident that the value of the calculated female ratio (0.097) for the gender variable is smaller than the tabular value of the female percentage ratio of (3.84), at a level of significance (0.05), and with two degrees of freedom .(144 ,1) Indicating to that there is no statistically significant differences in the development of the skill of the closure of both males and females .

C .The interaction between the age and sex variables : It is evident that the value of the calculated F-rate (0,036) for the interaction between the two variables (age and sex) is smaller than the tabular value of the F-ratio of (3.00), at a level of significance (0,05), and with two degrees of freedom .(144 ,2)Indicating to that there is no statistically significant differences in the evolution of the skill of visual closure depending on the interaction between the two variables of age and sex.

5. **The skill of spatial relations:**

The researcher took the responses of the research sample of (150) children, and extracted the averages of their scores in the spatial relationship skill test according to the variables of age ,5.5 ,4.5) (6.5years , and gender (male-female) .To ascertain the differences between the arithmetic means, the two-way analysis of variance test was used by interaction, and the results are shown in Table.(17)

Table(17) : Results of Binary Variance Analysis with Interaction, to Know the Significance Of Statistical Differences in The Skill Of Spatial RelationsIn Children According To Two Variables (Age And Gender)

Indication (0,05)	Fatal ratio	Average of squares	Degrees of freedom	Sum of squares	The source of the contrast
Function	131,126	83,047	2	166,093	Age
Not a function	0,853	0,540	1	0,540	Sex
Not a function	0,032	0,020	2	0,040	Age * gender
		0.633	144	91,200	The error
			149	257,873	Macro

The results of the two-factor analysis of variance showed the following data:

1. **Age variable: It is** clear that the value of the calculated F-rate (131,126) is greater than the tabular F-rate value of (3.00), at a level of significance (0.05), and with two degrees of freedom .(2,144)Which indicates the existence of a function of statistical differences in the evolution of the skill of spatial relationships according to the variable age .In order to know the significance of the differences in favor of any of the ages included in the research, a Scheffet test was used for dimensional comparisons , and the results are shown in Table .(18)

Table(18) Scheffet's values for dimensional comparisons of differences in spatial relations skillDepending on the age variable

Ages	4,5years	5,5 years	6,5 years
4,5years	-	-	-
5,5years	1,54	-	-
6,5years	2,56	1,02	-
Critical Chiv value(0,385)			

It is clear from Table (18) that there are differences in the development of the skill of spatial relations according to the age variable, and the difference was in favor of older age .This refers to the development of the skill of spatial relationships continuously with age, and Figure 7 illustrates the evolutionary path of this skill.

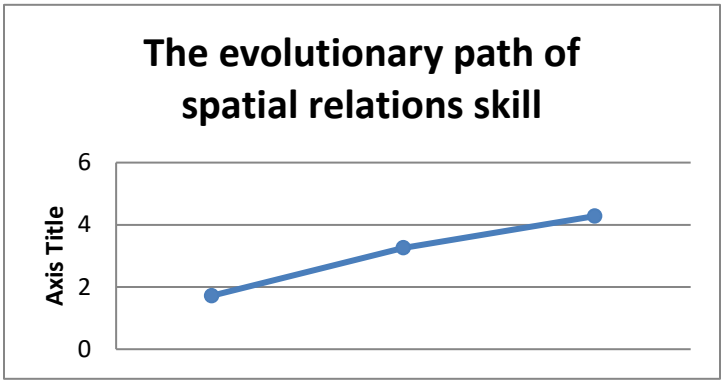


Fig. 7Explains the evolutionary path of the spatial relationship skill according to the variable of age

3. **Variable Gender:**clear that the value of the ratio calculated alpha (0853) for the variable sex ratio is smaller than the value of alpha Tabulated adult (3.84), at the level (0.05), and the freedom of two -tone effect (1144), which refers to That there are no statistically significant differences in the development of the skill of spatial relationships in both males and females .

C .The interaction between the age and sex variables : It is evident that the value of the calculated F-ratio (0,032) for the interaction between the two variables (age and sex) is smaller than the tabular value of the F-score of (3.00), at a level of significance (0,05), and with two degrees of freedom .(144 ,2)Indicating to that there is no statistically significant differences in the evolution of the skill of spatial relationships according to the interaction between the variables of age and sex.

RESULTS DISCUSSION

We notice through the results presented by them that the possession of (4,5)-year-olds had weak visual perception skills . The researcher explain this result that mental plans have not yet reached the level of maturity sufficient to them, which helps them to understanding the visual completely .The results indicated that children of (5.5, 6.5) years old have developed visual perception skills , due to the development of their level of cognitive maturity, as well as an increase in the level of experiences they are exposed to, as a result of the educational activities and events that they are exposed to in kindergartens. Children and primary schools, which often require an increase in their level of attention . Suggesting to the levels of skills perception visual children differ in different cognitive level, as well as the different cultural background, all these commoners for their impact on the development of the skills of perception) . Tamimi pointed 0.2019 ,(to" Children happen to have evolved in their way of thinking, as thinking about shifting their overall thinking to thinking about molecules and details, that perception have moved from the perception of mass to realize more accurate and

detailed and discrimination, due to their control over the process Pay attention as they get older ”(Al-Tamimi, 2019: 109).

The results showed the second chapter to the existence of an evolutionary path in the skills of perception visual children 's ages (4.5, 5.5, 6.5) years, and it was this development for the benefit of older age .The researcher interprets this result according to the theory of "Piaget", and this theory indicates that the older the child, the greater his ability to visual perception due to the increase in mental maturity and the increase in the experience they are exposed to.

In this, (Shaheen, 2013), based on the theory of "Piaget", indicated that children's perception of things changes with age, and this means that children's perception develops as the child's age increases (Shaheen, 2013: 3).

The results of the current research agree with the findings of Miller's study) Miller, 1986 ,(Whose results indicated that there is an improvement in the development of the child's ability to cognition , and that development is in favor of an older age .As well as conform to current research with the remit to the results of a study (Durgham, 1990), which showed that children experience cognitive yeh increases with age, moreover consistent results meh- edge to study (Tamimi 0.2019), which pointed to the development of the skills of perception of visual forms whenever The child's age increases.

The results of the current research indicated that there is no statistically significant difference between males and females in the development of visual perception skills , as well as the absence of interaction between the age and gender variables .The researcher explains that males and females have the same level of development of visual perception skills , as a result of their exposure to the same cognitive experiences, whether in kindergarten or primary school, as well as that they live in the same social milieu and are exposed to a homogeneous cultural pattern.

The results were compatible with the current remit to him all of my studies (Durgham, 1990), and (Tamimi 0.2019), which They noted the absence of D teams in the development of statistical skills , cognitive visual variable depending on the sex .Whereas the current results were inconsistent with the results of the study (Nasser and Abdullah, 2020), whose results indicated a statistically significant difference in visual perception skills according to the gender variable, and the difference was in favor of females.

Conclusions:

Based on the results of the current research, the researcher concludes:

1. There is an evolution of visual perception skills over time, as children's visual perceptual skills develop as they get older.
2. The gender variable does not affect the development of children's visual perception skills.
3. Evolution in the skills of visual perception takes an evolutionary path continues supported by behavioral theories.

RECOMMENDATIONS

Based on the current search results researcher recommends the Ministry of Education as follows:

1. Include in the curriculum experiences commensurate with the characteristics of children's visual perception skills,and help to develop them.
2. Increase the use of visual educational aids when teaching children,and pay attention to encouraging the child to interpret what is included in these methods, and distinguish the visual stimuli that are similar and different from them.
3. Preparing training programs for kindergarten and primary school teachers in order to know the characteristics of growth for the child at this stage and his most important needs, the characteristics of perception in general, the characteristics of visual perception and how his skills develop in particular,as well as training them on the most important educational methods that achieve these goals.
4. Preparing training programs for kindergarten and primary school teachers to plan educational events and activities that help develop children's visual perceptual skills .And invites waver t o enrich the learning environment for children with many visual stimuli ,such as :models, pictures clear and colorful

words, in order to achieve familiarity and the child get used to these stimuli and forms visual, so as to achieve a sound visual perception of the child.

The proposals:

The researcher suggests conducting the following studies:

1. The development of visual perception skills and its relationship to left and right brain control.
2. The development of visual perception skills and its relationship to selective attention.
3. The development of visual perception skills in or dinary children and their peers in the role of the state.
4. The development of visual perception skills amo ng children in governmental educational institutions and their peers in private educational institutions.
5. The skills of perception visual children and Alaguet her Ptheselhm school.
6. Children's visual perception skills and their relationship to personality styles) A, B. (

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Appendices

(Appendix 1)

Baghdad University
College Alterpa of Ibn Rushd for Human Sciences
Department of Educational and Psychological Sciences

arbitrators behind the Questionnaire Â)
visual skills of development of the to measure the (children when perception

Honorable Professor.....
Dear Professor.....
good greeting...

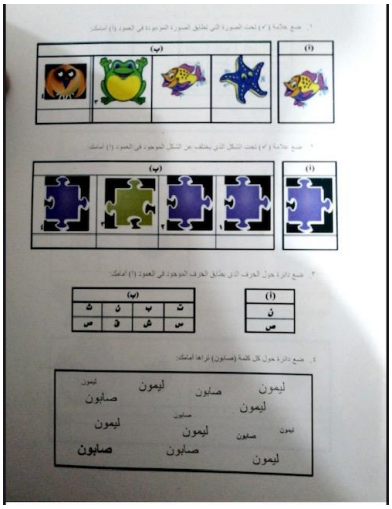
T .Rohm researcher of E .by the study of tagged with " the development of the skills of visual perception in children " in 4.5, 5, 5, 6.5 years of reconstruction , after informing

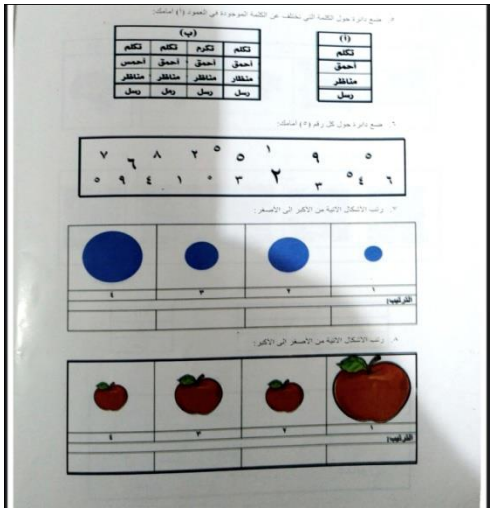
the researcher of the literature relevant to measure the skills of visual cognition in children adopted researcher of scale) Juhani, Zahar 2005 (,which measures the five skills , namely) :visual discrimination, visual memory, and the distinction between form and ground, visual closure, and spatial relationships), in which Arafta visual perception that: a child 's ability to interpret visual stimuli, and give meanings and connotations Included in the test of visual discrimination, visual memory, the distinction between form and ground ,visual closure and spatial relationships) Al-Juhani and Al-Zahar, 2005: 9 . (

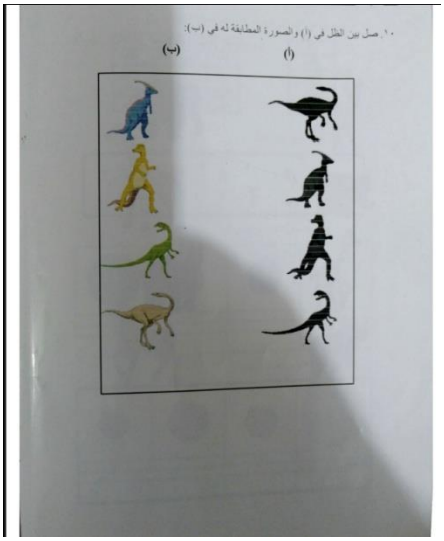
And because of your experience and competence in this field T .regio researcher of your kind opinion about the proper formulation of the tool and the environment of the Iraqi paragraphs and current research sample.

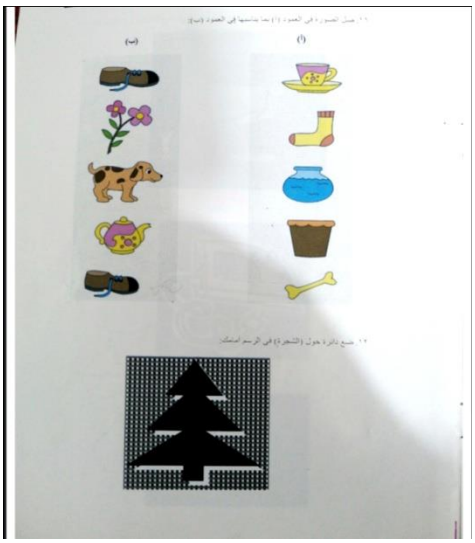
The Researcher
Ghada Ali Hadi

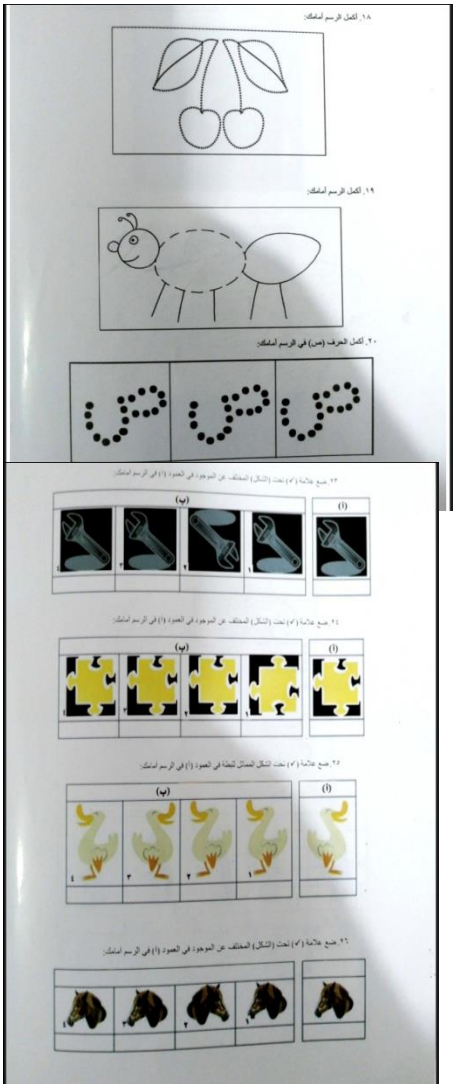
Measuring the evolution skills of visual perception at children ages (6.5 ,5.5 ,4.5)years










١٨. أكمل الرسم أمامك:
١٩. أكمل الرسم أمامك:
٢٠. أكمل الحرف (ص) في الرسم أمامك:
٢٣. ضع علامة (✓) تحت (الشكل) المختلف عن الموجود في العمود (أ) في الرسم أمامك:
(ب)
(أ)
٢٤. ضع علامة (✓) تحت (الشكل) المختلف عن الموجود في العمود (أ) في الرسم أمامك:
(ب)
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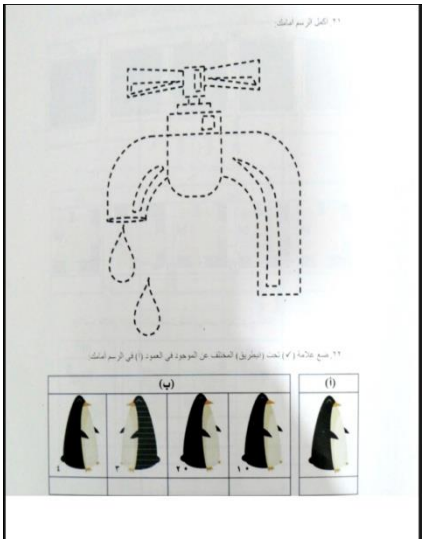
٢٥. ضع علامة (✓) تحت الشكل المماثل للبقعة في العمود (أ) في الرسم أمامك:
(ب)
(أ)
٢٦. ضع علامة (✓) تحت (الشكل) المختلف عن الموجود في العمود (أ) في الرسم أمامك:


٢٢. أكمل الرسم أمامك:
٢٢. ضع علامة (✓) تحت (الطريق) المختلف عن الموجود في العمود (أ) في الرسم أمامك:
(ب)
(أ)