

Analysis of the educational values in the play Chrysanthemum Flower directed for children

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Abstract

This research was devoted to studying the of the theatrical impact performance presented in the Children's Theater in the play chrysanthemum flower on children educational values. The researchers adopted the descriptive-analytical design as a methodological framework for building the research procedures to achieve the research objective. An analysis form consisted of 15 items representing aesthetic and educational values as mentioned in the indicators of the theoretical framework. Findings showed that the play chrysanthemum flower revealed some aesthetic and educational values. Findings also revealed that the theatrical texts were characterized by simplicity, clarity, imagination, and sequence of events, in order to communicate the writer's goal to the recipient, as it appeared in the previous samples. The educational values have an influential presence in the texts of Saadoun Al-Obeidi, specifically the texts that address the child. It is recommended organizing specialized educational courses by specialists to spread cultural awareness of the mechanisms of writing a theatrical text directed to children for amateur writers.

Keywords: Educational values, Chrysanthemum Flower, play, children.

Introduction

Research problem

Values are considered fundamental concepts in all aspects of life. They affect human relationships in all their forms. They are a social necessity and are standards and goals that must be found in every organized society. Values penetrate individuals' souls in the form of attitudes, motives, and aspirations; they are manifested in people's conscious and unconscious emotional behavior. Values play a role in building and unifying society through their consistency in a single value system that individuals gather around in situations that require individuals to be connected. Values cannot be forcibly imposed on individual but are acquired through the influence of family, educational, religious, and social institutions. Values impact the building and unifying society, as

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their consistency in a unified value system brings individuals together and strengthens the structure of that society. If those values are consistent and shared among all members, they lead to social cohesion.

However, if values are not clear in a unified system, they lead to conflict among individuals and weaken the society. A clear and unified value system facilitates the process of community solidarity and increases its cohesion because it relies on common goals and values among its members. Despite the diversity of values in life (social, religious, educational, artistic, aesthetic, etc.), we are discussing educational values in the field of theater literature in the play *chrysanthemum flower*.

Theatrical texts directed towards children contain themes and values that help them understand the influential foundations of education and learning. Education is a broad term that refers to the path; it is a means that enables individuals to acquire knowledge and skills that lead to a correct understanding of themselves and the world. Education and learning are not synonymous terms. Education is a broader concept than learning, which is considered part of education. Learning is limited to the information provided by the teacher along with a number of attitudes and skills within the classroom. Education on the other hand exists inside and outside the classroom, and teachers and others are responsible for education. Therefore, the concept of education is broader and more comprehensive. Among the aspects related to education and its philosophy are educational and artistic departments, including the Department of Theater Education. The importance of theatrical texts in general and those directed towards children specifically lies in their ability to convey educational themes for children and school students.

Accordingly, the researcher sees the necessity of developing children's theater to contribute to establishing the authentic values and traditions of our society, and to enhance its cultural role by preserving the identity of its members, nurturing and defining them towards good and protecting them from weakness and being drawn towards what harms the self and spoils life. All of this is dependent on the mission of teaching noble values and strengthening them through conducting research studies that reveal the orientations of authors and directors, and the extent of their awareness to the changes that occur in the Iraqi society and how that is reflected in their theatrical productions. Writing for children is one aspect of education, and a children's author is primarily an educator before being a theater person or a story writer. After reviewing a collection of texts by the director Saadoon Al-Obaidi, the researcher noticed the presence of educational values in

the content of these texts. To shed light on them in a systematic and scientific way, this investigation tries to answer the following question:

- What are the educational values in the play chrysanthemum flower directed towards children?

Research importance

The current research is important as it may benefit:

1. Art teachers working in high schools and school activities for education directorates;
2. The importance of children's theater, as it focuses on the childhood stage and plays a prominent role in acquiring the necessary knowledge, experiences, and skills for the child to complete their personality in the future.

Research objective

The current research aims to reveal the educational values in Saadoon Al-Obaidi's texts directed towards children.

Literature review

Educational values

Values are defined by as "a term that includes both goals and judgment criteria, where the goal is what a person aspires to, and the judgment criteria are what govern a person's actions, such as honesty and sincerity." (Al-Rubaie, 1988, p.21). The researchers defined educational values procedurally as the essential goal of the artistic dimension of the theatrical work, which is implicit within the theatrical text and is conveyed to the recipient after the text is executed as a theatrical performance. The educational aspect is the educational goal that the author wants to convey to the recipient in order to bring about positive behavioral changes in the learner for the purpose of achieving educational goals. These goals are extracted according to the developed classification of White and Hite.

Children theatre

Children's theatre is defined as performances that rely on written texts produced by artistic institutions and centers, performed by professional or amateur actors, or presented through puppetry to audiences between the ages of six and fourteen (Babir, 1988). Children theatre is defined procedurally as a form of theatre that aims to provide educational, cultural, and aesthetic values to children by instilling morals, principles, and concepts in their personalities,

influencing them, and improving their taste and awareness. It represents an artistic project that is suitable for presentation.

Educational Values

Values are an important source of determining human behavior and the motives behind it. A value is a quality in something that makes it worthy of respect and appreciation (Qambar, 2004). The relationship between values and education is closely linked, as education is a value-based process that expresses its goals explicitly or implicitly within the cultural framework in which it lives. It seeks to build values in the moral, psychological, social, intellectual, and behavioral domains (Al-Yamani, 2009). Values give individuals a social identity capable of preparing them for social interaction and harmony. They penetrate people's lives as individuals and groups and are linked to their meaning of life itself because they are closely related to motives, behaviors, hopes, and goals (Diab, 1966).

Any society that relies on a set of common values among its members may achieve unity among its ranks, or the opposite may occur, creating conflict among the society's ranks, which may lead to its disintegration. Since the individual is a basic element in building the social system of society, therefore, the importance of values in his life has been emphasized. For the individual, values are motives that drive his behavior and determine him, and they have an active role in the integration of his personality, that integration that depends to a large degree on the consistency of his value system, while conflicts in his value system lead to neurotic disorders, and therefore the value system of the individual can be considered one of the main axes of the personality that can be used to understand and interpret the individual's behavior (Magarius, 1974). So, there is a general basis for defining this concept, which is seen as a set of standard judgments connected to realistic contents that the individual publishes through their emotional reactions and interactions with different situations and experiences. These judgments should be accepted by a certain social group, so that they are embodied in the individual's behavior and verbal expressions, or through their attitudes and interests. (Darwazeh, 1999). Through attitudes and interests, the educational aspects of values are revealed, or more precisely (educational values), which are simply an extension of moral, religious, and social values. This makes them an ethical knowledge that expresses an ideal concept that lies in the political culture of society. It is also a philosophical knowledge or a concept related to the phenomenon of the state or political authority. Thus, values in all their political, social, philosophical, and moral forms...etc., deal with concepts and issues that are at the heart of literary work, such as the search for ideals and sometimes advocating for ethics (Hassan, 1988).

Since the educational values, according to the opinions of educators, aim mainly at changing the behavior of individuals and inculcating educational concepts along with educational concepts, the educational values included in the theatrical text must be presented through excerpts from the stages that the theatrical text taught. Therefore, the researcher believes that one of the most important features that should be related to children's theatrical texts is that they should contain an educational meaning and an easy theatrical language with a clear idea that children can understand and interact with. There is no value to educational, instructional, or cultural content for children's theater unless it is presented with the best artistic techniques that attract children to the theatrical performance and entertain them. A good content value fails to reach the minds and hearts of children due to the lack of consideration of various artistic elements, such as the plot, clear character drawing, and a humorous spirit that weaves with the nature of playful children and makes them love the theatrical performance.

The Importance of Educational Values

Values are a necessary and indispensable thing for both the individual and society. They help the individual in practicing their daily life, as well as balance and protect society from disintegration. Therefore, values have their importance for both the individual and society.

The importance of values for individuals

Values push the individual to improve their perceptions and beliefs, and help them understand those around them. They work on their psychological and moral improvement and direct them towards goodness. They achieve psychological and social adaptation for the individual and modify their behavior, as losing psychological balance can lead to negative consequences. Thus, the researcher sees the importance of educational values as an important functional extension for the individual in terms of organizing their intellectual, skillful, and social experiences. These experiences are primarily based on what the family started and are further developed by educational values, which play a vital role in developing students' abilities and integrating them into culture.

The Importance of Values for Society

- Values provide the society with the nature of the relationships that should prevail between other societies and define its goals.
- Values protect society from the selfishness and self-centeredness of individuals, making them think about noble purposes and goals.

- Values represent a link between the creed and ideology adopted by society and the social systems on the other hand.
- Values provide members of society with a common level of culture and thinking, thus helping to build a common general personality for all members of society.
- Values help society face negative changes that may occur by providing wise alternatives that make it easy for individuals to deal with different situations among themselves. (Al-Ajrami, 2012, p. 21)

Values are the recognition of issues related to the sanctity of life in general, and in many cases the sanctity of living beings, and the ability to distinguish between right and wrong, and the concern for the rules of behavior and attitudes that reflect the sanctity of human life, i.e. respecting the rights of others when dealing with all kinds of creatures. Educational and moral values can be considered a set of good standards and behaviors that a person should possess. An ethical person is better in his life, both internally and externally, for himself and for others. It is important to start early in instilling and encouraging the acquisition of ethical values and working on their development, which leads to the formation of moral awareness. Many of the child's experiences can be employed in enriching his values, such as playing, group activities, conversation, storytelling, and role-playing. This is due to the complex problems that people face today, political issues, and many matters related to ethics or that are difficult to develop ethical values in children. Despite this, it is possible to "start developing moral values in children from an early age, through teaching them justice, tolerance, sacrifice, empathy, responsibility, belonging, self-respect, and respect for others. Therefore, the importance of educational values is significant as they are a functional extension of society in terms of organizing mental, skillful, and social experiences that are based primarily on what families have started and increased. They play a wonderful role in developing students' abilities, integrating them into their culture, melting social classes, removing gaps between individuals, providing them with values, attitudes, and knowledge that enable them to renew, innovate, and respond to rapid changes. The teacher is considered a role model for students subconsciously or consciously. They are living models of behavior among students in their daily lives. They increase their effectiveness in influencing and instilling positive values in students. The modern school in its current reality is a miniature image of life in which children learn to love knowledge, achievement, social cooperation, and find an opportunity to develop their talents, tendencies, and attitudes.

The necessity of education

The necessity of education lies in the fact that both individuals and society need it. Its importance for humans lies in preserving their gender, directing their instincts, regulating their emotions, and developing their inclinations in a way that is consistent with the culture of the society they live in. Therefore, education is a necessary process for facing life and its requirements, and organizing public behaviors in society in order to live a suitable communal life. The necessity of education can be summarized in the following points:

- 1- Human life is complex and constantly changing, and requires addition and development. This process is carried out by adults to adapt children to their surrounding environment and keep up with the requirements of the times.
- 2- The culture and cultural heritage of society cannot be transmitted from one generation to another except through the process of education, which includes systems, attitudes, values, and behavioral patterns that the younger generation can acquire from the older one;
- 3- Children need many things, especially care and attention, from birth and for a long time because human childhood is naturally long and characterized by dependence. Education is a process that children acquire from adults or individuals in society, so its necessity for young children is urgent and necessary for them to live with their community (Abdul Hadi, 2009, p. 539).

The educational objectives

The objectives of education generally lie in a set of values and attitudes, represented by the goal that a person reaches when he/she looks at the surrounding circumstances, thinks about the consequences of his/her behavior, and looks at what helps him/her to achieve his/her desired goal. He/she thinks about the consequences of this behavior, whether it is negative or positive, and then draws his/her plan to achieve his/her intended purpose and reach his/her goal. From modern educational perspectives, goals must be defined more accurately, especially since they represent the culture and issues of the nation, particularly as they reflect the social philosophy of the nation. Therefore, goals are divided into educational and instructional goals. The educational goals, as a whole, always call for the best. Therefore, it can be said that there are specifications that must be met for educational goals to achieve their intended purpose. Therefore, the educational goal must be:

- 1- Universal for all people at all levels, cultures, and social classes.
- 2- Inclusive all aspects of social, economic, and political life.

3- Leads to balance, harmony, and compatibility between different aspects.

4- Flexible in the sense that it is consistent with changes in circumstances and conditions.

5- Sustainable and adaptable to the culture of others, capable of driving progress in society towards development and prosperity.

6- Realistic and easy to apply (Al-Omari, 1994).

Some educators believe that the goal of education is to get closer to God, like Imam Al-Ghazali, while others say that the goal of education is to achieve self-realization and focus on the individual differences that distinguish one person from another in terms of intellectual and practical gains. Another opinion states that the goal of education is to create a good citizen, which brings us back to the idea of adapting to society, such as Roman education. There is also conservative education, which aims to transfer behavioral patterns from one generation to another without change, like Chinese and Indian education. Another opinion says that the goal of education is to create a social person who devotes themselves to the principles, systems, and values of their community. Therefore, these educational goals cannot be taken individually, and none of them can be a final and general goal of education in every time, place, and nation, but each one of them individually may be suitable for one nation over another. That is why it can be confirmed that these goals or talking about goals in general may lead educators into an educational gap. However, talking about this concept in terms of the purposes that education aims to achieve is closer to the educational process.

Education task

Educators do not agree on defining the basic function of education. Some limit the function of education to transferring heritage, while others focus on educating the individual, especially since the child is born with the ability of a biological and inherited behavioral pattern, such as the ability to breastfeed, excrete waste, and readiness to adapt to the surrounding community. However, this readiness needs someone to guide and direct it towards knowing the necessary needs to be able to live with their community, and here comes the function of education in:

1- Transferring social behavioral patterns through the educational socialization process where these behavioral patterns are transferred;

2- Preserving cultural heritage that is passed down from generation to generation according to the socialization process and teaching represented by education;

3- Purifying the social and cultural heritage from impurities, which is achieved through designing the curriculum

4- Enlightening ideas with modern advanced information (Saeed, 1974, p. 57).

Educational values are divided into eight groups:

A. Social values

B. Ethical values

C. National values

D. Physical values

E. Recreational values (entertainment and play)

F. Values of personal integration

G. Cognitive-cultural values

H. Practical-economic value.

Children acquire their values through the socialization process and positive behaviors taught to them, such as asking for permission, sharing, self-reliance, respect for others, helping others, and sacrificing for others. Therefore, educational values need organized planning by educators to become an integral part of a child's life. Children have psychological needs that must be addressed through education and should be dealt with objectively according to their current needs and those of adults in the future. This is what we should deal with the child on the basis of (Abdel-Moati, 2011).

The child observes in public life as he simulates the behavior of the father, mother, teacher, and any other figure who falls within the circle of the ideal (role model) lurking in his imagination. With the existence of forces that do not underestimate, whether human or animal, he finds himself in them, and simulates them in deed and word within the framework of the atmosphere of play that constitutes the axis of his world (Habib, 2004). The theater plays an important role in creating a conscious, integrated personality capable of confronting life situations with courage and steadfastness. It has an impact on addressing the minds and emotions of children, opening channels of communication and knowledge through human experiences, educational values, and practical knowledge. It is considered one of the most effective methods of modern education and one of the best means of developing a child's personality in different stages of childhood. Childhood is an important stage for developing concepts and finding explanations for events and things around them (Al-Nashif, 2003).

The researcher believes that the most important features that theatrical texts should have to suit the nature of children are an educational message, simple theatrical language, and a clear idea that children can comprehend and interact with. The educational content of children's theater has no value unless it is presented in the best technical ways that attract children to the performance and entertain them. A good message fails to reach children's minds and hearts due to the lack of consideration of various artistic elements, such as the plot, clear character design, and a humorous spirit that blends with the playful nature of children and endears them to the show.

Children theater

Theater plays an important role in presenting noble ideas, educational and artistic values, making it the best teacher of morals and a better motivator for good behavior. It is not just a means of entertainment but also an educational tool. However, it can be dangerous if not used properly. Children follow the events of the play, watch the characters, understand the ideas through dialogue and events, which contribute to their mental, emotional, aesthetic, and cultural development. Theater helps children understand their reality, realize their role in changing it, encourages critical thinking, respect for noble values, and rejection of outdated concepts. Children need to fill their free time with productive activities:

- 1- Theater helps children understand their reality.
- 2- Children realize through theater that they have a role in changing reality.
- 3- Theater encourages critical thinking.
- 4- Respect for noble values and commitment to them
- 5- Disdain for outdated concepts.
- 6- Children need to fill their free time with productive activities (Harf, 2010).

Therefore, theater plays a significant role in imparting meaning to culture in children's daily lives and future by providing them with some basic concepts for every aspect of life.

Theater is a flexible educational and entertainment tool that requires exceptional skills in directing it for maximum benefit. It includes various forms and colors that carry lofty educational goals that embody comprehensive education, not just intended learning but also unintended learning that makes life an educational (Attia, 2001).

Importance and tasks of Children theater

Nations and peoples have relied heavily on theater in their cultural, educational, and social development, giving it great importance and space in their social lives. Theater is a school for all members of society as it is a human art based on continuous creativity and innovation. It works to uncover social diseases, deviant behaviors, and values, and to address them by bringing meanings of improvement that are suitable for the community and take into account its reasons for progress and advancement. In the children's theater, the process of receiving is part of the theatrical phenomenon, as reception is formed with presentation through common social, psychological and cultural foundations between them (Kerbaj, 1995).

Accordingly the playwrights realized the importance of the impact of the theatrical performance on the child, so they began to work according to the child's need and his social and psychological requirements, in order to create a social and cultural relationship between the theatrical performance and the audience, so that each of them achieves its objectives through the communication between them. The audience, and the audience achieves its goals in the theater through the theater's ability to respond to them and express what they feel in the reality of life, as reality and imagination must be proportionate in the artistic structure to reach the recipient to the pleasure of artistic beauty that he desires (Al-Kaabi, 2004).

Theatre embodies in its forms and contents what it seeks to achieve in children, and through this relationship between the child and the theatre, the proper reception of theatrical drama is created, which leads to regulating the behavior of the child based on the regulations of the theatre, which are a summary of the regulations of society and its realistic contradictions in artistic representations on the theatre stage. Through this presentation, we arrive at the result that confirms the importance of children's theatre in the lives of children in different communities and its cultural, educational, moral, social, and psychological effects in helping families and educational institutions to perform the basic functions in preparing the child, developing their abilities and talents. It is an effective and important means of educating and entertaining children, and it has been adopted to support its multiple operations in child development and social upbringing correctly.

Indicators induced from the theoretical framework:

1- Children's theatre is a cultural tool and a fundamental pillar in shaping children's personalities in terms of mental, psychological, and social aspects.

2- The goals of children's theatre largely align with the philosophy of education in society, as well as being an educational resource or complement to the objectives of education, learning, and social upbringing.

3- Values are a set of established cognitive, emotional, and behavioral beliefs and perceptions that humans adopt after reflection and contemplation, and they form a system of standards by which they judge things as good or bad, acceptable or unacceptable, and from which regular behavior characterized by stability, repetition, and pride is derived.

4- Content analysis is the method used to objectively and systematically describe the apparent content of communication.

5- The theatrical text leads the child to think, reflect, and ask themselves questions about everything around them.

Methods

Research design

Since the current research aims to uncover the educational values in the children's play chrysanthemum flower, the researchers adopted the descriptive-analytical design as a methodological framework for building the research procedures, as it is the most suitable scientific approach to achieve the research objective.

Research population

The research population consists of theatrical texts produced between the years (1965-2007), as there were (15) theatrical texts directed at children. The research sample consists of 1 theatrical text. The researcher chose the samples purposively because it is the closest to achieving the objective of the current research. Yet, chrysanthemum flower is the sample of the study by Saadoun Al-Obeidi (1975).

Research tool

The researchers depended on previous studies and modest experience in the field of theatrical writing and directing to write the instrument analysis. Analysis form was built in its initial format. The analysis form consisted of 15 items representing aesthetic and educational values as mentioned in the indicators of the theoretical framework.

Validity

The analysis form (in its initial format) was presented to a group of 5 specialized reviewers in the fields of art education and theater arts to obtain their opinions on the suitability of its items and their

effectiveness in measuring the current research objective. After collecting the forms from the reviewers, the researcher modified the items that were pointed out by the reviewers. Therefore, this form became ready for application in its final format. To measure the extent to which each item of the form is achieved, the researcher adopted a tripartite scale representing (available, available to some extent, not available).

Reliability

Objectivity and exclusion of the analyst's subjectivity are required in content analysis methodology. Reliability means that the researcher obtains the same results for the same analysis under the same conditions, even if the analyst changes. Therefore, the researcher randomly selected the play chrysanthemum flower from the population and distributed it to two analysts after training them to analyze it according to the analysis form to achieve reliability. Then, the researcher used a percentage to calculate the reliability by comparing the results of the researchers' with those of referee one and referee two, Table 1. The researchers used percentages as a computational method.

Table 1 Stability of the analysis

Reliability	Percentage
Researcher with first referee	0.88
The researcher with the second referee	0.87
Referees I and II	0.87
Total	0.86

Sample analysis:

Chrysanthemum flower

Written by: Saadoun Al-Obeidi

Synopsis of the play: The events of the text take place in a forest or a large orchard. It depicts a struggle between good and evil. The writer sheds light here on the spirit of cooperation between friends, patriotism, loyalty, fulfillment of duties, giving rights, justice, equality for all, respect for the law, sacrifice, fighting ignorance and outlaws, and the struggle here takes place between the chrysanthemum flower and evil bee and my sons of the evil bee, the gardener, the nightingale, the palm tree, the worker ant, the little girl and her mother, the

scorpion, the wolf, the snake, the balloon seller, the first, second, third tree, butterfly, pink rose, fly, policeman and ruler.

Educational values.

Nightingale: If you don't tell me why you're crying, I'll fly out of here and never come back.

Chrysanthemum: Don't say that, please.

Nightingale: Right must take the right path.

The carnation for the palm tree: You are taller than me, Palm tree. Can't you read the page the gardener is looking at?

Palm: Even if I could, I refuse to do so, because I do not like cheating.

The mother bee to the evil son bee: I wish I had not brought you into this world, but I wish I had died before I saw you.

Mother Bee: Don't you see how your friends have progressed in their work because they are sincere.

Mother Bee: Why don't you study? Why don't you work? Why don't you be a good boy?

Mother Bee: If you don't change your morals, I will tell your father everything, and he will kick you out of the house.

Father Bee: Your brothers and sisters are different from you, they are all hardworking and loyal.

Mother Bee to the daughter bee: You should remember your lessons and homework because it is very important.

Daughter bee: I will do that because I am smart. I love my lessons. I love my school. I love my classmates, and I respect my teacher.

Nightingale: Mr. gardener, we have been able to eradicate illiteracy among the women of our region, and here we are spreading to other regions to cooperate in crushing this scourge.

Gardner: Our court has decided to execute the evil bee and those who cooperated with it.

Results and discussion

This section presents of the most important findings of the current research, according to the objectives of the research, a discussion of the results and conclusions, and a review of recommendations and proposals in light of them.

1. By analyzing the samples, it was revealed that the aesthetic and educational values in the puppet theater texts had a role in the educational and educational process in spreading these values.
2. Theatrical performances varied in their book's focus on educational values, as some of them focused on a specific group of them and did not focus on the rest of the values.
3. The texts were characterized by simplicity, clarity, imagination, and sequence of events, in order to communicate the writer's goal to the recipient, as it appeared in the previous samples.
4. The educational values have an influential presence in the texts of Saadoun Al-Obeidi, specifically the texts that address the child.

Conclusions

1. The process of building characters in the children's theater involves an artistic basis that is linked to the educational goals for which the theatrical text was found, and it must be fun, interesting and educational together;
2. The theatrical texts were distinguished by their theatrical dialogue written in the classical language, which came in a clear and simple manner with the events and was characterized by logic and brevity through the use of simple meanings and words and short, uncomplicated verbal formulations that are appropriate to the child's mental perceptions in the conflict of events and the elaborate dialogue of the characters without ambiguity and with a purposeful and sublime educational thought. the level;
3. The theatrical performances were distinguished by their plot, which relied on the author's formulations, which were simple and clear, and the events flowed gently and smoothly.

Recommendations

1. Organizing specialized educational courses by specialists to spread cultural awareness of the mechanisms of writing a theatrical text directed to children for amateur writers;
2. Differentiating between the puppet theater and the child while writing theatrical texts;
3. Taking into account the selection of appropriate and educational stories, anecdotes, and proverbs, and formulating them theatrically (dramatized) in line with the age groups of children.

Suggestions for future research

1. Conducting a study on the aesthetic and educational values in school theater texts;
2. Conducting a study on the aesthetic and educational values in the texts of children's theater.

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