

THE CLASSROOM TEACHING PRACTICES FOR TEACHERS IN ART EDUCATION IN LIGHT OF COGNITIVE THEORY AND ITS RELATIONSHIP TO GENDER AND TEACHING EXPERIENCE AT THE BASIC STAGE

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ABSTRACT_ This study aimed to determine the level of classroom teaching practices for teachers in art education at the intermediate stage of Saudi Arabia and its relationship to gender and teaching experience. Be a community school teachers in all art education in Riyadh, the number of members of this community (800) teachers (male and female). And contained the same study 123 teachers this sample have been classified into six working groups according to gender (Male, Female). The data collection was developed Questionnaire prepared for the measurement of classroom practices to members of the sample. The results showed: The level of teaching practices for teachers in art education at the basic stage in general, had come by a percentage amount (81.22 %) and thus represents a high level of the reality of classroom teaching practices, There is no statistically significant difference between the arithmetic averages in the classroom teaching practices to teachers in art education at the basic stage is due to the teacher's gender (male / female), No statistically significant differences between the averages in accounting practices in the classroom teaching art education teachers at the basic stage is due to the experience. And There is no significant difference between the arithmetic averages in the classroom teaching practices to teachers in art education at the basic stage is due to the interaction between gender and experience.

KEYWORD: Classroom Teaching Practices, Teachers in Art Education, basic stage, cognitive theory.