

Self-Concept among Students Displaced For Middle School

¹ Dr. Ihsan Talib Jaafar

Abstract

The aim of the research is to (unveil the self-concept of the displaced students for the intermediate stage), and the current research community included fourth-grade middle school students in Karbala and those who are studying for the academic year 2014-2015. (40) Students were selected as a sample for the research, and followed the descriptive approach in the current research, the research included two tools, as follows:

First: The researcher adopted the scale (Al-Mostafawi 2005) of the concept of self-consisting of (48) paragraphs, and then the apparent honesty of the scale was achieved.

Second: Fee Analysis Form: A tool was built up of (6) fields, (19) a major property, and (51) a secondary property, and the validity of the tool was verified by presenting it to a group of experts and specialists, while stability was used by external analysts. As for the subject of the drawing, a fee (free subject) was agreed upon, as the total of the fees analyzed reached (40) fees. In order to reach the results of the research, I used the appropriate statistical equations for that. After the results were presented and discussed, the researcher reached a number of recommendations, including:

1-Activating the role of civil society institutions and organizations, in coordination with the general directorates of education, to provide material and moral support and psychological rehabilitation for the displaced students, and to raise part of their suffering that was caused to them as a result of the events they experienced

2.Activating the art education lesson inside the educational institution, especially in schools for displaced students, and being the only lesson that has the ability to reveal the status of students and their suffering, and the unique lesson from the rest of the lessons, which is a mirror that reflects the values of students and their attitudes towards various things and situations, and those surrounding them within the family and school And the general environment.

Keywords: *Self-concept, Students Displaced, Middle School*

Research Problem:

The concept of the self is one of the most important concepts in psychology and mental health, and because of the impact it has on the psyche of the individual, his outlook, his self-esteem, and his treatment of others as a child, teenager, and adult. Self-knowledge is not limited to personal belonging, social friendliness of social classification; Rather, it takes other dimensions that a person does not realize except when he stands sincerely in front of himself, identifies them and searches within him for the true, ego deprived of everything that was entered into it during his life course. Rogers considers that the self is the awareness of the individual of his existence and activity as the object tends to achieve itself through independence and participation in social life. (Hall Lindsey, 1971, 913)

Scientists and researchers such as Coly, Adler and All port have agreed that the function of the concept of the self is to work on the unity of personality cohesion, as the concept of the self organizes the world of experience surrounding the individual, to be the motivation for his behavior and different types of activities, and to be A clear picture of himself, after passing through stages consistent with his psychological and social development. (Ibrahim, 1992, 46). The individual finds it difficult to express his feelings by speaking, writing, or expressing his inner self. In the field of drawing, the expressive school of free expression about the emotions and feelings of the inner person emerged, so that

¹ College of Fine Arts, Babylon University, Iraq. Email: ihsantalib0@gmail.com

the free expression (drawing) expresses the emotions and feelings of the artist without restriction or condition" (Al-Hattab, 2009, 117). Drawing, especially in the field of education at school, has exceeded the expression to try to solve the student's problem with the world and with itself. Through the projective function of drawing, he can be freed from the weight of the internal or relational ones, and he can give an answer to them by installing them in an external reality, and helps to this Projective function is a blending of reality with imagination, so drawing is one of the activities that automatically attracts the individual to express himself from this angle. Drawing is a way to project what the student reflects through his interaction with the family, school, society, and the environment. It also reflects his inner sense of needs, feelings, and fears in a visual image. Adolescents are the most troubled stage of life. As anxiety and instability seize them, and this stage causes trouble for educators and parents, and even some countries and governments can no longer tolerate the hardships caused by teenagers, they fall under the influence of emotions and emotions and have a revolutionary mood that makes them see all things through feelings, and that any shock can If all their conditions change and lead them to deviate and deviate from the proper path, and the adolescence stage is a critical stage, the student is greatly affected by social, economic, political and security conditions. The joints of life, its bitterness and pain, tasted the Iraqi society due to the scenes of bloodshed, slaughter, death, rape, destruction, the plight of flight and the loss of loved ones. As a result, individuals were displaced and displaced to some southern and northern governorates, or even outside the country, in order to preserve their lives, including a segment of (displaced students) the current research community, so the researcher decided to study this slide, as a social emergency that left many psychological effects for them. Given its importance, the study focused on the concept of self and its reflection in the drawings of displaced students. To find out and expose their suffering, through means that reflect their self and their emotions that they acquired from images and psychological effects, and therefore the researcher could summarize the problem of his research with the following question: (Is it possible to reveal the self-concept of the displaced students through drawing)?

The importance of research and the need for it:

The importance of the current research emerges through the study of the personality of the displaced students and the interest in analyzing their fees, because of their indicators, indications and psychological impressions that express themselves, and studying their psychological, social and economic dimensions, and examining the requirements of this segment and providing them with assistance, so this study is a message to the Ministry of Education to see the suffering of students IDPs, so that they can improve their conditions, overcome the difficulties and suffering that have befallen them, and provide them with suitable alternatives and solutions.

Research objective:

The current research aims to :Identify the self-concept of the displaced students.

Research limits:

- 1- Time limits: the academic year 2015-2016
- 2- Spatial limits: fourth-grade middle school students affiliated with the Karbala Education Directorate
- 3- Substantive limits: student fees displaced represented by) free expression(

Chapter one

The first topic: the concept of self

Self - philosophical concept of:

The term self has been used for a long time, as this concept has gone through a philosophical and religious phase throughout history and its meaning has evolved through time stages that have their roots in philosophy. If we talk about what philosophers and psychologists have dealt with about its meaning, we find that the prevailing ideas indicate that they refer to the writings of (Homer) when he distinguished between the material body and the immaterial function (Ali, 1990, 11) and (Socrates 469 - 399) BC he lost Try to develop a complete picture of certainty, for scientific certainty is subjective and not objective, that is, "the acquisition of true knowledge is not by the senses because it differs in different individuals and situations in one person." (Adra, 1999, 42) And what the saying of (Socrates) (I know yourself) is but the process of searching for the subject through the self, which is the basic measure of the skills through which a person knows his essence on his own and searching in the depths of the human psyche and arriving at the truth to understand the self-pointed out (Plato 27- 327) BC that the main framework of the individual consists of three components, rational, angry, and lustful, and it is believed that the soul precedes the body in existence, remains immortal after it, and that it differs from it in its spiritual nature (Abu Zayd, 1987, 14-15) . But (Aristotle 384 - 322) BC, counting the human self in philosophical terms complements the deficiency or impotence of nature and also the self is related to the four causes (material, imaginary, active and teleological) which is the material cause of which something is formed. The formal cause, whereby the image is the object by which a substance

becomes a certain thing, and the active cause, which is the cause that makes the thing and gives it its form and image, whereas the objective cause is the purpose for which the active cause formulated that thing. (Fattah, 1989, 37).

As we see in contemporary philosophy a reference to the self, we find the philosopher René Descartes (1599-1950), the owner of the famous philosophical phrase (I think of an ear I am present) because the ego is the self, and the thinking self is the one that creates existence in all its multiple aspects, so the self has a vital axis My reasoning is in the formation of being in it, and through it the existence of the self is achieved, as the goodness in the process of thinking is subjective experiences, and it is a direct awareness, and what is thought, i.e. the essence of what is the process of thinking (complete, 1983, 91-90). As for Jean-Paul Sartre (1900-1980), the self has the individual become aware of himself and directed to others, and makes the other a certain and conscious reality for him, no less powerful than his own consciousness, and thus the presence of the other becomes a condition for the existence of another person and a condition for his knowledge of himself and upon him, his discovery of his insides becomes a discovery of the other And, as such, we will find another scientist who is a (self-power) scientist in which a person decides what he and what others are. (Sartre, D.T, 70- 72)

Psychological interpretation:

Freud considered the self-one of the three structures in the development of the personality of the individual, and he sees that the consists of psychological processes that serve the purposes of instincts to the extent that allows them to govern the character a rational judgment that defines the demands of instincts and fulfills them in the way it deems appropriate and thus the self is able to preserve harmony and be its role Effective (Lyne and Peter, 1997, 10) As for the founder of the individual school of psychology Adler (1870) he said that man creates for himself a new personality that did not exist before, by searching for new experiences that aim to satisfy his desire to excel It is composed of him who differs from the others (Ghanim, 1987, 599).

Yung (1857-1991) sees that the self is one of the basic components of the personality because it is able to give a state of stability in the balance and the relative stability of the personality, and he has identified an intermediate place between feeling and subconscious as other systems gather around it. (Ghoneim, 1987, 587- 588).

As for Sarbin (1952), he described the self as a cognitive structure that includes the ideas of the individual and his views on the various aspects of his being, and he sees that the individual has several subjects, such as the physical self, which represents the individual's perceptions of the bodily, social, sensory, and these self Sarban is considered partial components of the total cognitive formation of subjects, and is gained through experience and experience (Al-Qaisi, 1994). Whereas Carl Rogers (1987) sees through his personal theory that the personality of the individual is determined by its type based on his awareness of himself, the experiences experienced by the individual or the situations he is exposed to do not affect his behavior except according to its meaning in relation to him or according to his awareness of it, as it is Show that the self is characterized by a set of characteristics that are that it grows and then interacts between the object and the environment in which it lives and can absorb the values of others and represent and perceive them, and for the same tendency in which they tend to be stable and stable and strive for them and do not tend to conflict or contradiction. Finally, Rogers finds that the self is adjustable (Hall and Lindsey 913, 1971).

The researcher believes that through seeing the opinions of scientists in this field, they all agreed that the self is an important part and is considered an essential pillar upon which the personality of the individual is based and provides him with the power of continuity and steadfastness, and that, according to Rogers' opinion, the self can be modified, but this amendment according to the conceptual consistency between the individual and himself and the apparent field of acquired experiences, methods of upbringing, evaluations of others, physical attributes, desires, social relations, and the ideas of the individual about himself and the roles of life, the concept of the self is a genetic matter, but rather something gained through the development of the stages of life in which the individual lives.

Self-theory (Carl Rogers C. Rogers)

Rogers evaluates his theory based on three concepts

The organism - the organism: is the individual in its entirety, so the organism is a fully organized and organized system and any change in one of its parts causes changes in other parts, so the organism is the individual entity of: its thoughts, behavior, existence, and something in this way completely behaves In the phenomenological domain, so the individual at any moment tries to meet his needs. The only primary impulse of an organism is its need to achieve itself, in other words, the primary impulse for every activity the organism is doing is its desire to reach the maximum growth, and be free from all constraints that hinder this growth (judge and others, 1981, 230- 231)

Al-Dhaheri - Virtual Domain: It is a world of changing experiences. It is a subjective, emotional and subconscious world. The individual is the center of the ever-changing world of experience, and experience is not only external but

internal. Rogers focuses on the idea that what the individual realizes in his apparent field is the important thing for him and not the actual reality, what the individual realizes is his reality and he is one of the most important components of personality in Rogers, and he has a distinct part of the apparent field consisting of a series of perceptions and values that revolve around (the ego And (ego), and according to Carl Rogers' opinions, the monkey has three characteristics:

- 1- The individual responds as a complete organizer of the field of phenomena so that he can meet his needs.
- 2- The individual has a basic motivation which is achieving and strengthening himself, and he has a need for positive appreciation that includes love, respect and acceptance on the part of others.
- 3- An individual may convert his experiences into symbols that he will recognize and appreciate in light of his understanding of himself.

In light of social norms, they ignore, deny, and distort them if they do not match the structure of the self (Judge and others, 1981, 232).

In Rogers' opinion, an individual possesses certain characteristics that he responds to in the field as he perceives it, and has a primary goal which is to achieve and maintain himself, as he can symbolize his experiences until he becomes emotional, and at the same time he can deny the symbolic expression of them that changes in the unconscious state (Sheikh, 4.5, 1964)

Rogris believes that the self is characterized by a set of characteristics, namely that it grows from the interaction between the object and the environment, and can absorb, represent and perceive the values of others, and for this there is a tendency where they tend to be stable and stable for them. She does not tend to contradict or inconsistency, as she understands experiences that are incompatible with or inconsistent with her as a threat to her and that can lead to emotional disturbance (Hall Lyndersee, 1971, 913)

The researcher believes that he adopted Karl Rogers' view on interpreting the concept of the self, as Rogers stresses that the self is created through the interaction of the individual with his environment, and Rogers added new elements to it. The researcher adopted this theory because Rogers is one of the scientists most interested in the concept of self, which made the concept the basis of his theory of psychotherapy and counseling known as the theory of self or the theory focused on the self.

The second topic: the artistic expression of the teenager

What are teenage cartoons?

It is called adolescence (maturity) and it is a delicate and sensitive stage in an individual's life; this is to accompany his physical, mental, social, emotional and emotional development, and it has various and complex psychological influences. Teens' fees are characterized by clear expressions, and a teenager may have his own artistic style that he may accompany throughout his artistic life. (Musa, 2001, 39-40)

He described the art of the teenager as a new birth period, which differs from the art of childhood, in which the teenager thinks and meditates when he draws or performs any other artistic work, relying on this new experience, and passes a biological stage that has prominent psychological effects, so the teenager is observing new things and topics that he is not familiar with. Before, he wants to show that childish issues are of no use in his life, and some mental functions such as imagination and reasoning appear, and some motives appear suddenly, such as sexual impulses, and crowding his thoughts with desires and ideals, all of these ideas and motives we find reflected in his art. And for the crowdedness of the adolescent's thought, you find it a distributor of thought, a precarious soul, and a disturbed personality, so he finds a solution and treatment for it, and finds in art what leads him to achieve his desires in a fictional way that he feels with psychological comfort. (Judy, 2005, 110)

Adolescents possess a wide range of skills that enable them to surround the arts. For the first time, they become interested in historical and philosophical issues related to the arts. They are attracted to issues related to the nature of art, and are interested in issues of artistic form and critical issues, meaning that the adolescent progresses gradually and turns from being motivated in its tightness to be contemplative and close to the spirit of art and beauty (Anani, 2007, 52).

The artistic expression of a teenager aims to "create or create beauty unlike in children, as its goal is to draw attention to the things that are going on in their minds, and the main difference in the production of the two is reflected in the general taste of colors and their gradations among adolescents." (Zigvik, D.T., 5-35) The teenager becomes more interested in the appearances of the outside world and is driven by the process of imitating this world, so he tends to mimic the fees for magazines, books and caricatures that he sees in newspapers, and the phenomenon of drawing half-parts of the elements that the teen would like to express can be observed. As part of a tree, a house, or a person.

(Abdel Aziz, 2008, 159) So if an adolescent is allowed to express his drawing with an interest or an effect on him, he will produce an honest image of his feelings and feelings, so we conclude that the artwork is not a recording of real facts as much as it is a type of expression about them. (Qashlan, 1991, 94)

Art is an area to vent what society suffers from the pressure of society, and what the teenager suffers from failures and lack of interest affects himself and feels lack of self-confidence, and perhaps the artistic side has a role in that. "Art is one of the factors that affect the same teenager and the growth of his personality, and adolescence represents a stage of feeling of self or self-realization through art "(Badri, 1999, 83).

The researcher believes that the real artwork is tantamount to building or installing accumulated experiences, based on the interaction that takes place between a person's circumstances and his inner energy, and the conditions and energies of the environment on the other hand. And that the drawing is the product of the person under the influence of the pressure imposed by the external issues, so that the expression seems far from being merely a direct issue; Rather, summoning and provoking belongings from the depths of the character, to irritate the stored meanings and positions saved from previous experiences.

Motives for artistic expression in adolescence

First: motivations related to the adolescent himself:

A - Teenager's interest in beauty:

The interest of beauty is also a phenomenon of growth phenomena in adolescence, Valemraehg is interested in growth of natural physical coordinator, and enjoy the consideration of the bitter ah between his other, evidence of making sure the shape gentle and beautiful, and that these methods learn the student or the student of which taste the beauty In its various forms ,this is what supports the motive of artistic expression among adolescents to satisfy the emotional atmosphere , which is not satiated by many other materials, which pushes the teenager towards art.

B- The need to play :play and art are a means of venting, as it is noted that the plans of games that imitate reality are very similar to the practice of imagination and flight through art) .Abdel Aziz 4 , 2009 ,What?

Second: Motives related to the environment and circumstances surrounding the adolescent:

The environment concerned with everything that surrounds the teenager, whether home evidence or school or neighborhood where live teenager, and no doubt that the c and d are some interesting data or stimuli or Mod external At the environment, which give rise to the teenager's sense of table financial and technical help to create born effective for expression technical, library as the existence of t included works of art or studio, as these are positive motives for the teenager about art (Abdel Aziz 51 ,2008)

Theory of psychoanalysis and artistic expression:

This theory is mainly based on the handling of drawings on the concepts of psychoanalysis, analytical psychology such as elevation, substitution, projection, symbolism and intuition, and they attribute subconscious "is the source from which all artistic effects and creations of children and adults, whether personal subconscious - come when Freud and what it contains of repressed materials. , Prohibited contents, painful experiences, and Freud Ali emphasized that "when a person turns to art, he performs a process of exaltation and sublimation of his desires ie (he strips himself) from the inside, and that what he wants to say has clearly stated it and the issue remains before the therapist or critic to analyze this Work, and understanding its significance down to the reality of his feelings and inner potential. "(Ghanem, 2008, 47)

The owners of this theory see that "early childhood is the basis for forming the personality, and it is what determines the behavior of the individual later. The owners of this trend see," that previous experiences and experiences are stored in the unconscious, and that creative production is formed after a person crosses childhood, the artist He can conjure up those experiences. "(Salih 1981, 10) Freud emphasized in his book Totems and Tabu (he says:" Art is the only principle in our modern civilization in which it still retains the character of the unlimited power of thought, for art is a unit that people do not miss. He rushes under his subconscious desires to produce something similar to satisfying the effect of desires. '(Suef, 959, 74) Also, Freud and other pioneers of psychoanalysis studied the paintings of famous artists, such as (Leonardo Da Vinci) and (Michelangelo) and extracted several conclusions based on them. On psychoanalysis and his theories, some studies have found that "Michelangelo was influenced in his paintings by some childhood events, as he subconsciously projected his pent-up jealousy towards his older brother whom the family preferred to him. This projection appears as what the psychoanaly sees in exaggerating the drawing of David's size". (Badri, 1999, 79)

Freud, while addressing the work of the artist (Leonardo Da Vinci) for the painting (Mona Lisa), interprets it on the basis of "it is a process of exaltation or transcendence with libido, or as an outlet for (libido) energy, diverting it from true satisfaction and directing it to the ideal and symbolic methods of fatigue." (Said, 1990, 153)

The owners of psychoanalysis believe that "projection (one of the methods most concerned with the study of personality is related to the Freud method (free association) through the analysis of dreams, where dreams were interpreted as occurring to assure a need, and specialists considered psychologists that the drawings are only a projective method of feeling the individual." (Chandler, 89)

Characteristics of Adolescent Drawings and Their Psychological Implications:

The drawings are an expressive message and a special language that reaches the recipient who can extract the meaning from them. The symbols are nothing but a response to internal and psychological excitement and a message sent by the subconscious, so any artistic work that carries within it "psychological connotations that include the totality of the emotions, unconscious motives and frustrations. And what he gets from the emotional and social growth through the relationships of people, and from crises and concerns directed towards the personality with its various dimensions, which are reflected through the drawn lines, in the use of the paper space, and in choosing colors and subject matter when this is not imposed. (Bader and Khazraji, 2007, 33)

Elements of artwork such as the line feature, vocabulary mode, vocabulary details, space, color, and people inside the drawing all have implications for atrophy within the drawing. The use of dotted lines in the drawing indicates that the person feels anxious and insecure. While the circular lines are related to femininity, straight lines and lines with a pointed section are related to aggression" (Malika, 1986, 181).

As for the methods that are used in drawing, including the variable pressure on the paper by the pen, they suggest psychological indications and indicators for the person, because "the variable or varied pressure in the line suggests a continuous and capable of adapting, and the pressure is light, incomplete or dark planning, it mostly reflects the condition of the individual who He feels indecision and insecure, "he said. (Saleh, 1988, 191) Just as colors have indications by the number of colors used in the drawing, "The lack of colors used in terms of number from the ordinary indicates the individual's inability to form close relationships with others, and if the number of colors used exceeds the norm, indicates a deficiency the individual is about adjusting his utilitarian incentives." (Malika, 1998, 70)

Chapter Three

This chapter describes ensure community awareness of the n of research and procedures followed by the researcher to achieve the goals of his research and the method of selecting forbid n of tools used to collect data and the most important statistical methods to analyze and interpret the results.

Research Methodology:

Adopted research case my curriculum descriptive style content analysis.

Research community:

Unite d Current search for students displaced for a thief in the fourth preparatory for schools of the Directorate of Education blotted word Karbala and the continued attendance for the academic year 2014 -2015 and of counting the raid (40) students and followers to school martyr and Sam , as shown in the table. (1)

Table (1) counting d orbit Q and students for the displaced for the preparatory phase of the Education Directorate of Karbala

Total	mixed	Daughters	Boys	Title	School name	Karbala Education Directorate
40	-	-	40	City center	The martyr Wissam	

The research sample:

For the purpose of achieving the aim of the research, the researcher chose his sample from the fourth preparatory class for the martyr Wissam School, which is (40) students from the research community.

Search tools:

The current research seeks to reveal the concept of the self and its reflection in the drawings of the displaced students, so it requires the availability of two tools for research, as follows:

First the measure of self-concept

After examining the researcher on a number of measures in the previous studies that relate to the understanding of the researcher adopting the scale (Al-Mustafa Al-Mustafa 2000) * in a manner appropriate for his research and his sample.

Scale description:

The scale included (48) items, of which (32) were positive and (16) were negative, distributed randomly, and included five domains (physical, mental, social, emotional, and self).

Survey study

The scale was applied to (10) students outside the basic sample for research to identify the clarity of its paragraphs and the alternatives that were identified, and the time taken to answer its paragraphs.

Scale Correction:

The current scale was formulated with two paragraphs (positive and negative) and weights were given between (3-1) for the positive paragraphs and (1-3) for the negative paragraphs and Table (2) shows> for you.

Table (2) shows the paragraph weights, in both positive and negative directions, of the concept of genders

Answer alternatives			Paragraph weight
Does not apply to me	It applies to some extent	It applies to me a lot	For scale paragraphs
1	2	3	Positive direction
3	2	1	Negative direction

Virtual validity

It is that "the test actually measures the ability, attribute, direction, or willingness that was set to measure it, that is, it actually measures what it is intended to measure." Abu (Hawij, et al., 2002, 132) this type of validity of the scale was achieved when it was presented to a group of specialists in the field of psychology, measurement, and evaluation, who were unanimous in their opinions to experts to know the validity of its instructions and its suitability for the members of the current research sample.

Stability:

The stability of the scale was verified by the method of Alpha Croniac and using the statistical bag (SPSS).

Second: The fee analysis tool:

Tool description:

The analysis tool consisted of (10) domains, (19) a main characteristic and (51) a secondary characteristic, including the main (lines, subject, space, shapes, character, colors).

Validity of the tool:

The researcher presented the tool to a group of experts and arbitrators in the field of art education, to express their opinion on the extent of their suitability and suitability for the purpose of the research, and showed a percentage of agreement between them.(%89)

The stability of the tool:

The researcher used stability over time by analyzing (10) drawings by students and for two consecutive times and with a time interval of (14) days. After that, the researcher conducted the calculation of stability between the first and second analyzes using the (cooper) equation, and the result of the stability reached.(%91)

Final application:

The researcher applied to the basic sample of the research, whose number is (40) students. The researcher instructed the students to draw a "free topic", as it gives more understandable indicators for themselves to achieve the research goal.

Statistical means: The researcher used the statistical program (SPSS).

The Fourth Chapter

This chapter included a presentation of the results of the current research and the conclusions as follows:

Table (3) shows the T-test for one sample to indicate the difference between the hypothesis and the arithmetic mean of the sample in the concept of self

Significance level is 0.05	Table value T	Calculated T value	Degree of freedom	standard deviation	Hypothetical average	SMA	Number of individuals in the sample
Not significant	1.96	0.24	40	0.48	96	94.525	40

It is clear from the above table that the average degrees of self-concept among the displaced students covered by the current research is (94,525) and with a standard deviation of (0.48) and has a comparison of this average with the hypothetical average of the scale and (69) as it is less than the hypothetical average and when choosing the significance of the difference between the two averages using the T-test We find it statistically significant at the level of significance (0.05), and this indicates that the displaced students have a low level.

This is due to the fact that the displaced students left their cities and villages to the unknown after being besieged by death on every side, not to mention much suffering in their painful stories from the moment they left their homes, which were represented by methods of torture, persecution, intimidation and marginalization, which led to the loss of their physical and psychological capabilities, their endurance capacities and the depletion of their psychological energy on a trip accompanied by scenes of killing and dangers, leading to greater suffering, today they live in extremely difficult conditions, destitution and misery, the loss of good health and educational care, basic services, work opportunities, play and the like. The displaced student reflected on him all the influences he faced, and thus led to increased tension and concealed a sense of health And happiness and to an increase in the rate of anxiety, and the individual becomes more disturbed and helpless, and his feeling of deficiency grows, which led to a low level of self.

Through analyzing the students' drawings according to the analysis form, the researcher excluded (32) properties whose appearance percentage was less than (33%) (**) ranged between (2% - 32%), and remained (19) formed ratios between (40% -90%) It is characterized by the fees of the displaced students, as shown in the following table:

Table (4) shows the distinctive characteristics of fees for displaced students

Distinguished proportions	Iterations	Distinctive characteristics		
%72	29	Sharp	lines	
%85	34	thick		
%40	16	Average	the details	Topic
%60	24	A few		
%47	19	Y come	Secured	
%42	17	descriptive		
%58	23	Larger shapes	The space	
%58	23	Small	the size	Shapes

%90	36	partial	Pressing y P	
%65	36	moving	the movement	
%48	19	Faraway	Site	Personal
%62	25	Not interacting	Characters	
%40	16	Natural	Facial expression	
%52	21	Sad		
%57	23	cold	The use of color	Colors
%65	26	Low consistency	The nature of colors	
%63	25	random	Accuracy of coloring	
%55	22	Optical real	the use	
%58	24	From (1-5) colors	Number of colors	

The Results

- 1- It resulted in the results of the current search that students ooze ho n Amtazoa down the level of self.
- 2- The drawings of displaced students were distinguished by the low self-concept, including:

<ul style="list-style-type: none"> • Interact with other characters (unreacted) • Expressions of faces (sad) • Use of colors (cold) • The nature of colors (low consistency) • Coloring accuracy (randomly colored) • Use color (optical real) • The number of colors (1-5) colors 	<ul style="list-style-type: none"> • Fonts (sharp) • Line thickness (thick) • Content (y Latte) • The area of space (greater than the shapes) • Shapes size (small) • Deletion (partial) • Shapes movement (moving) • Character site (faraway)
---	--

Conclusions:

- 1- The low level of the self of the displaced students has psychological connotations in the shapes, sizes, and wide space, as this was evident through the property of the shapes as it was (small) inside the drawing, which indicates the inability of the displaced student to control his psychological emotions, from anxiety, tension, and lack of confidence by self.
- 2- The lines of the displaced students were characterized by the challenge, caused by their feeling of tension and lack of self-confidence in their expression.
- 3- The lack of details in the fees of the displaced students attributes this to their lack of interaction with the environment, so interaction with the environment is important. The more a student increases contact with his environment, he acquires a lot of experience.

Recommendations:

- 1- Activating the role of civil society institutions and coordinating with the general directorates of education by providing material and moral support and psychological rehabilitation for the displaced students to raise their suffering caused to them by the events they lived in Iraq.
- 2- Activating the art education lesson inside the educational institution, especially for the displaced students, as the only lesson has the ability to reveal students' psychological state and their suffering.

References

- 1- Ibrahim, Yaqoub: The concept of data among adolescents - the dimensions and differences of gender and level, Yarmouk Research Journal, Journal of Issue Eight, Fourth, Jordan, 1992.
- 2- Rayan and Ammar Salem Al-Khazraji should be: Psychology of children's paintings, Dar Al-Hadi for Printing, Publishing and Distribution, Amman, 2007.
- 3- Badri, Malik: Psychology of children's drawings, human tests and their applications on children of Arab countries, Al-Fateh Printing and Publishing House, Beirut, 1999.
- 4- Al-Basyouni, Mahmoud: Trends in Education and Arts, Dar Al-Maarif, Egypt, Cairo, 1957.
- 5- Judy, Muhammad Hussein: Towards a New Vision in Art Education, Dar Asaad, Baghdad, 2005.
- 6- Al-Hattab, Qasim: Aesthetics of Fine Art in the European Renaissance and schools of modern and contemporary art (modernity and postmodernity), Al-Yamamah office, Baghdad, 2009.
- 7- Ziegfeld, Odin: Education and Arts, Arabization: Gerges Jerusalem and others, Amman, UNESCO Publications, Cooperative Printing Workers Union, b. T.
- 8- Sartre, Jean-Paul: Existential Existentialism, 2nd edition, see: Hussein Makki, Beirut, and The Library of Toxic Life, d.
- 9- Saeed, Abu Talib Muhammad: Artistic Psychology, Baghdad, Baghdad University, College of Fine Arts, 1990.
- 10- Suef, Mustafa: The Psychological Basis of Artistic Creativity in Poetry, especially the Second Floor, Dar Al-Maarif, Egypt, 1959.
- 11- Candle, Naima: Theoretical Personality - Evaluation - Research Methods, Baghdad University Press, Iraq, 1981.
- 12- Sheikh, Youssef and Jaber Abdel Hamid: The Psychology of Individual Differences, Egyptian Renaissance Library, Cairo, 1964.
- 13- Saleh, Mahmoud Abdullah: Origins in the Educational Guidance, March Publishing House, Riyadh, Saudi Arabia, 1985.
- 14- Abdel Aziz, Mostafa Mahmoud: Psychology of artistic expression among children, The Anglo Egyptian Library, Cairo, 2009.
- 15- Adra, Ghada: Philosophy of Aesthetic Theories, first floor, Ter Aplus, Lebanon, Bruce Bruce, 1996.
- 16- Ali Mahdi Al-Azm: Building a scale for the concept of normative data for middle school students, College of Education - Ibn Rushd, University of Baghdad, and Master Thesis (unpublished), 1990.
- 17- Al-Anani, Hanan Abdel-Hamid: Mental Health, First Floor, Dar Al-Fikr for Printing and Publishing, Publishers and Distributors, Amman, Jordan, 2000.
- 18- Ghanem, Mohamed Hassan: Psychotherapy, Madbouly Library, Cairo, Egypt, 2008.
- 19- Ghonaim, Sayed Mahmoud: The Psychology of Personality, Its Determinants Measured by Their Theories, Arab Renaissance House, Cairo, 1987.
- 20- Fattah, Irfan Abdul Hamid: Introduction to the meanings of philosophy, Baghdad, House of General Cultural Affairs, 1986.
- 21- Judge, Youssef and others: psychological counseling and educational guidance, Mars Publishing House, Riyadh, 1981.
- 22- Al-Quraiti, Abd al-Muttalib: An Introduction to Child Psychology, Dar Al-Maarif, Egypt, 1995.
- 23- Qashlan, Mamdouh: The Special Way in Art Education for Second, Third and Fourth Grades in the Role of Male and Female Teachers, Arab Art Press, Damascus, 1991.
- 24- Qaisi, Nasser Taleb t: the relationship between the concept of y data and some personality traits in adolescent's disadvantaged and non - disadvantaged parents, Baghdad University, College of Education, PhD thesis (unpublished) 1994.
- 25- Kamel, Fouad Jalal Al-Ashry, Abdul Rashid Al-Sadiq: Encyclopedia of Concise Philosophy, Al-Nahda Library, Baghdad, 1983.
- 26- Lab yen, Dallas and Green Burt: The concept of the y data, translation: Fawzi Bahloul, Arab Renaissance Publishing House, Beirut, 1981.
- 27- Almstfawi, Abdul Karim Mohsen Mohammed: the impact of a training program in t Numeih creative thinking and the concept of the Y data among institutes of students preparing teachers, university glands, College of Education - Ibn al - Haytham, doctoral thesis (unpublished) 2005.

- 28- Malika, Louis Kamel: Personal Study through Drawing, 2nd edition, The Egyptian Renaissance Library, Cairo, 1986.
- 29- Musa, Saadi Lafta: Methods and Techniques of Teaching Art, Al-Saadoun Press, Baghdad, 2001.
- 30- Hall, Lindsey, Calvin, and Gardner: Personality Theories, translation: Faraj Ahmed and others, Cairo, 1971.

* Al-Mustaqti, Abdul-Anqar Hasan Muhammad: The effect of graduating the development of the al-Ibma program, thinking and self-concept among students from teacher training institutes, University of Baghdad, College of Education, Ibn Al-Haytham, unpublished doctoral thesis, 2005)

** The researcher relied on the largest percentages (33%) because it represents a proportional settlement in mathematical terms, so the property that exceeds (33%) is a distinctive function, and the lowest percentages are not a function.