



(29.42%), animals (20.59%), planets (8.82%), and electricity and magnetism (also 8.82%).

- The distribution of images based on its educational function was as follows: the behavioral images, the spatial images, the reasoning images, inferential images, and finally the chronological images.

- A 20.58 percent of the photos had filled an area of 0.250 of the page, 55.88 percent of the photos had filled an area of 0.125 of the page, and 23.52 percent of the photos had filled an area of 0.500 of the page whereas no image had filled a full page.

- The largest percentage (41.18%) represents images that were referred to during the lesson, followed by 38.23% of the images that were referred to at the end of the lesson. Finally, pictures exposed at the beginning of the lesson accounted for 20.59%.

- A 38.23 percentage came from the implicit educational images, included in the science book of the first grade, that represent the social environment. It is followed by a 29.42 percent that came from images that represent the natural environment, which is followed by a 17.65 percentage that came from images representing the learning environment. In the fourth stage is the 8.82 percent, which represent images reflecting the economic environment. Finally, the proportion of technical images accounted for 5.88 percent.

Among the most prominent research proposal:

The need to review the book for school science in terms of the educational distribution of images on the axes of the book, types and areas occupied by the physical environments they represent.

- Need to focus on teaching the subject of the hidden curriculum in teacher preparation programs.

- Empirical studies and experimental for secrets to uncover this type of approach and its applications and its importance in the curriculum.

- Studying the impact of implicit learning images included in the book on school student achievement, and attitudes towards the subject.

- Studying the impact of the hidden features of the curriculum in images of other books for the stage of the first cycle of basic education in Syria.

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For the paper in Arabic see pages (545-546)