

# The Effect of the Circular House Strategy on Acquiring Geographical Concepts for Fourth-grade Literary Students and Developing Their Effective Communication

Nazim Jawad Ali Firas Al-Fahdawi, Abdul Halim Mohammed Obaid Saeed Al-Fahdawi

Ministry of Education, Anbar Education Directorate, Iraq, Anbar

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**Abstract**— *The current research aims to identify (the effect of the circular house strategy in acquiring geographical concepts for fourth-grade literary students and developing their effective communication). For girls, this sample was randomly divided into two groups, one of them was an experimental group that included (32) students who studied geography using the circular house strategy, and the other was a control group consisting of (33) students, who studied the same material in the traditional way. The variables are: (the chronological age of the students calculated in months, the academic level of the parents, the effective communication scale). The Republic of Iraq, the researchers also prepared model teaching plans for both groups. The researchers adopted two tests to measure their research variables. The first test was The test for acquiring geographical concepts consist of (13) items and its validity, stability and were verified, as well as statistical analyzes of its paragraphs. The control group in the concept acquisition test and the effective communication scale.*

**Keywords**— *Round house strategy, concept acquisition, effective communication.*

## I. RESEARCH PROBLEM

The teaching of history in our schools is still captivated by the traditional methods that emphasize on is the theoretical aspects, which are determined by memorizing and continuous reading instead of thinking and creativity, and this leads to forgetting information once the exams are over or after their completion for a short period, in addition to this, the difficulty of understanding, absorbing and acquiring many historical concepts, which is reflected in the personal behavior of students.

The researchers see through their practice of the competence of curricula and teaching methods as being history teacher they need to define the concepts that z environment that is centered on the learner.

From the above, the research problem can be determined by the following question: What is the effect of the thinking hand strategy in acquiring historical concepts for fifth-grade literary students and developing their social interaction?

## II. THE IMPORTANCE OF RESEARCH

Attention to education is one of the requirements for the progress of nations and peoples, and a criterion for their progress and advancement. Therefore, we find serious trends in improving and developing educational systems all over the world, and reconsidering school curricula and methods of teaching them on modern scientific bases to achieve the progress that these societies seek (Muhammad and Muhammad, 1991: 37).

Researchers have depend on modern education is based on important principles that combine continuous learning and keeping pace with modern scientific discoveries, culture, and general theoretical and professional preparation and his talents in support of each of them (Zayor,2006:8).

Education has an important role in building man by providing him with the necessary knowledge, skills and abilities that make him a productive individual. Thanks to education and its efficiency, many countries and societies have been able to maintain their survival and

continuity (Abdul Sattar, 1987: 93).

Education has been affected by this development, which called for the possibility of bringing about a tangible development in educational practices within educational institutions at all stages, patterns and levels (Saraya, 2007: 11).

Because of the importance of education, several projects have emerged to improve its teaching, most notably the National Research Council project prepared by the National Academy of Sciences in the United States of America for the year (1995) to determine the national standards for scientific education in the United States, which indicated the need to use modern educational techniques in teaching and provide appropriate environments for students for the purpose of facilitating teaching (Alyan, 2010: 106).

Teaching methods are essential and the task is to deliver the educational material to the minds of the students, and the method of teaching has a prominent impact on the success of the educational situation by stimulating the activity of the learners and exploding their energies, and as a result it plays an active role in achieving the score, the effective teaching methods used by the teacher in the educational situation are an important pillar that contributes to achieving educational goals. What are the teaching methods? active effects a positive in the nature of students' thinking and continuous interaction among them, and these methods have an important role and big in the growth of the student's personality in its various aspects, and works to increase the teacher's abilities to reveal facts and information in the entire curriculum (Al-Nuaimi, 1995: 36).

The researchers see that the need to work on the use of methods and modern methods that depend on the degree of his responsibility for the learner and his interaction in the classroom and his participation in the educational process, which contributes to the development of the educational process.

If you teach acquisition concepts you need to have knowledge of teaching methods. Therefore, teaching methods represent the backbone of the learning and teaching process, and without them, the study material cannot be transferred to the student. It is important to lie in how to make the most of the content of the study material as possible from reaching the goal of studying that subject, and that what is contained in the syllabus and the material contained in the textbook remains. It is useless unless you use the appropriate method and method to deliver the material to the students (The Sultani, 2015).

The teaching methods have an effect. In achieving goals

education, and that the successful teacher is not taught the subject just. Rather, he is taught in his own way, his style, his personality, and his relationship with his students so the importance of the method of teaching depends on the presentation of the teacher for the material, and how to communicate it to the students so that he accepts learning with a high motivation and to benefit from it and for students to enjoy it in order to be a human being. Interactive teaching satisfies students' needs and desires (Abu al-Hija, 2004: 293).

It highlights the strategic importance and not one of the modern strategies that belong to the constructivist theory and which depends on the interaction of the student with the environment through active learning, and the role of the teacher is to guide and direct. The student learns by employing his senses, which enables him to access information through observation, prediction, interpretation, conclusion and discrimination (Al-Desouki, 2008: 5-51).

Through this strategy, students learn knowledge realistically through actual participation in learning, and through it they learn how to learn, acquire information and build their basic knowledge to understand the world. This strategy makes the student like the world, the young researcher and the teacher's role is the painful secret of the education process (Ibrahim, 2002: 235-236).

Strategic Fake-hand embodied a note that helps students to understand the scientific material through their discovery of scientific knowledge on their own, and it works to achieve meaningful learning and it develops their positive attitudes and motivation towards learning, and helps them to assume responsibility, self-confidence and self-reliance and develop the spirit of cooperation and teamwork among them. It plays a significant role in developing their mental abilities (Rite, 2017: 21).

The success of any educational process in the classroom depends on the amount of communication and interaction that takes place between the teacher and the learner in the educational situation. She struggles with what some teachers don't understand to push her away. A teacher who does not master communication and interaction skills. It is difficult for him to succeed in achieving his educational missions. The education process is a process of constant communication and interaction between the teacher and the learner. Therefore, this requires the teacher to be acquiring specific teaching skills, as the teacher's lack of these skills leads to the difficulty of achieving educational goals (Khudair and Hilal, 2020: 154).

### III. RESEARCH OBJECTIVE

The current research aims the following:

1. The effect of the thinking hand strategy in acquiring historical concepts for the fifth literary grade students.
2. Effect of hand notepad strategy in development Interaction social for fifth grade literary students.

### IV. RESEARCH HYPOTHESES

In view of Goal, the researchers formulated the null hypothesis the following:

**The first null hypothesis:** There is no statistically significant difference at the level of significance (0.05) between the average score student experimental group who turn around Swa history according to notepad hand strategy and average score student control group who turn around Swa. The same subject according to the usual method in the concept acquisition dimensional historical test.

**The second null hypothesis:** There is no statistically significant difference at the level of significance (0.05) Among the average scores of the experimental group students who studied history according to notepad hand strategy and the average scores of the students of the control group who studied the same subject according to the usual method in Dimensional Social Interaction Scale.

**Third null hypothesis:** There is no statistically significant difference at the level of significance (0.05) between mean differences in the scores of the students of the experimental group who studied the subject of history according to note hand strategy in the scale. Tribal and post-social interaction.

### V. LIMITS OF RESEARCH

Current research confined on:

1. Human limit: Sample of junior high school students who are the fifth literary class in and the Secondary school affiliated to the General Directorate of Education of the province of Anbar, morning study.
2. Spatial boundary: A high school in Anbar province in Habbaniyah District Center.
3. Cognitive limit: The first, second and third chapters of the history book for the fifth grade literary, which is scheduled to be taught in Iraq for the academic year (2021-2022).
4. Time limit: the first semester (first course) of the academic year (2021-2022).

### VI. DEFINITION OF TERMS

**Notepad hand strategy:** Known as A method of teaching that seeks to employ the five senses: hearing, sight, touch, smell and taste, to develop the student's connection with the world that surrounds him, so that he can discover it (Sharpak, 2001: 15).

**The definition procedural: Acquisition:** Known as Bane which is defined as "It is a means of preserving learning from loss and maintaining it and stability for a longer period by providing a certain amount of training for the learner" (Abu Zina, 1997: 135).

**The Procedural definition of acquisition:** It is about the capacity of students (Research sample) to distinguish, and define, and application of Historical concepts. The barebones in the current search, This ability is measured in degrees, he got it. The research sample (experimental and control) through the test prepared for this purpose.

**Concept:** Known as Bano: Oh idea word or mental image, tangible or abstract, each of them refers to things, ideas, events, or people that have common characteristics. It can be denoted by a specific name or symbol to give a specific meaning." (Al-Burai 2009: 399)

**The identification of procedural historic concept:-** Concepts denoting facts and events. These concepts are mentioned in book of fifth literary class of history, which seeks second to deliver it to the people of the eye charges and acquire them to her.

**Social interaction:** Known that:- "The interaction that occurs between the teacher and the student, with the aim of improving the student's personality and providing him with knowledge, concepts, values and trends that enable him to keep pace with his age to be beneficial for himself and his society in the future (Al-Farra, 2004: 7).

**procedural definition for social interaction:-** the degree to which The student in the experimental group and the control group obtained it on a scale Social interaction that bring it back researchers that in this study.

### VII. THEORETICAL ASPECTS

**First: the strategy of the thinking hand:-**

**strategic characteristics of hand notepad:**

The strategy of hand notepad has a number of characteristics that distinguish it from other strategies that qualify it to be the most effective in the teaching and learning processes:

Develop the senses and love to notice the outside world.

Giving students the opportunity to ask questions and

discuss.

Working on developing scientific thinking skills (Lotfi et al., 2007: 24).

#### **strategic stages of hand notepad:**

He (Ibrahim, 248: 2002) pointed to three stages, which are:

The stage of simple experimentation and investigation: in which students present scientific tasks based on the investigation, identification and study of scientific phenomena according to the methodology of scientific thinking.

Notes stage: students are encouraged to practice some of the science processes that scientists use, such as scientific observation, where they write down their observations and record them according to an organized methodology and use them to carry out a process of mental reasoning and collect evidence about them.

Clarification stage: students present their interpretations and conclusions about their previous observations, and are asked to provide empirical evidence about those interpretations and conclusions by carrying out tasks and a scientific roundabout.

#### **Calendar stages in notepad hand strategy:**

The evaluation is carried out in the light of a strategy of hand notepad in several stages, namely:

**Preliminary calendar:** This type of assessment is done at the beginning of the lesson through the Let's Get Started phase. The assessment aims to determine the students' level of knowledge of the topic of the lesson and their previous information about it.

**Phased calendar:** It aims at evaluating students' abilities and skills in performing practical activities, and as a result determining the extent of their development to benefit the teacher in modifying lessons by adding activities to clarify ambiguous points. This type of evaluation is done during the presentation of the lesson during the research and discovery phase.

**Final calendar:** To determine the extent to which students understand the topic of the lesson, and as a result, the extent to which the desired goals are achieved. This type of assessment is done at the end of the lesson (Lutfi and Kharon, 2007: 27).

### **VIII. ACQUISITION OF CONCEPTS**

In our current era, studies in all knowledge have developed due to the efforts of many scholars who indicated that by the end of this century, the outcome of knowledge in various sciences is estimated to be a hundred times what it was before, and that the speed of progress in knowledge in

general in recent years, familiarity with the parts of knowledge has made it difficult, hence the tendency to focus on learning knowledge from its basic concepts (Al-Zind, 2004: 286).

It means any activity that requires the individual to combine two things or two or more events, and this activity carried out by the individual for the sake of classification is supposed to lead to the growth of concepts to the extent that when he is presented with new or different things, he can classify them correctly, so that he distinguishes between positive and negative examples, and the individual has learned the concept when he performs the process of classifying new things with an acceptable degree of validity. (owner and jasim, 2011: 52). The acquisition is the extent of the student's knowledge of what represents the concept and what does not represent it by focusing on the student's activities and the teacher's activities, and then processes facts and information in his own way to form meaning from it by linking it to what he has of the information he has in his memory. (Al-Nuaimi, 2013: 59).

Learning a good concept means that the learner has been able to organize, generalize, classify, abstract and link new information and knowledge in his accumulated past experiences. This type of cognitive behavior through the formation of the concept, while Kendler calls it the acquisition of the concept, in light of the learner's knowledge of the concept, he can discover a way among several ways to classify this information, and take it as an honest and correct approach, to achieve a new concept. (El Azergawi, 1991: 307).

#### **Concept Features are the following:**

**Degree of abstraction:** Concepts differ in terms of their degree of abstraction. The concept with distinct dimensions is called a sensory concept, and it is the concept that can be referred to through the senses, while the other type is the abstract concept whose dimensions refer to facts that cannot be directly perceived through the senses.

**Degree of complexity:** Concepts differ in terms of their degree of complexity and the number of dimensions needed to define them, each according to its dimensions. Concepts that are based on many dimensions are among the most complex concepts, unlike concepts that depend on a few dimensions.

**Dimensional degree of concentration:** There are concepts based on one or two attributes only, while others are based on a set of dimensions or attributes on which the concepts are based, and there is no doubt that these attributes have a major role in learning concepts.



**The degree of differentiation or the degree of diversity:** Concepts differ in the number of similar things that they represent, in terms of the number of attributes of things that are included in the concept category (Abu Azra, 2012).: 28-29).

## IX. SOCIAL INTERACTION

Social interaction is the interaction that takes place between the teacher and the student, with the aim of improving the student's personality and providing him with knowledge, concepts, values and trends that enable him to keep pace with his time to be beneficial for himself and his society in the future (Al-Farra, 2004: 7).

The success of the educational process is greatly affected by the nature of the interaction between the teacher and his students, and between the students themselves, through the positive interaction between them with the content of the scientific material through organized and specific activities that require appropriate conditions and conditions that the teacher works to prepare (Al Nabhan, 2008: 55).

The teacher and the learner are seen in the educational process as poles of the field, and they find to interact, and the teacher organizes and prepares experiences and knowledge, so that the student interacts with it and encourages him to participate actively, and his seriousness in adopting the open positive interaction with him to achieve specific goals monitored from the beginning, so that it aims in total to achieve The desired integrated growth and development sought by any educational system (Al-Qatami, et al., 2008: 696).

It is the process by which the teaching skills are mastered by the teacher, and students reach the level of understanding and comprehension through the process of discussion, dialogue, exchange of views and conclusion that leads to classroom discipline and mutual respect between the two parties and careful attention, to achieve better learning (Salama et al., 2009: 47). ).

All that takes place in the classroom of verbal or non-verbal behavioral actions for both the teacher and the student, or by the students themselves in a purposeful and pedagogical manner that leads to increased learning motivation and active participation in classroom activities, with the aim of preparing the student mentally and psychologically, upgrading his personality and providing him with new knowledge and concepts to achieve You know better (Ghafoor, 2013: 39).

### **Types of social interactions**

The types of interaction can be divided into the following:

**First, non-verbal interaction:** It includes all the skills that the individual uses while dealing with those around him in

order to send and receive a message from them or to them, whether it is a goal to strengthen the form of verbal communication or a method of non-verbal communication in itself. These skills include visual communication, facial expressions, signs and gestures, communication Pictures that lead to the purpose of the communicative process, which is to convey the ideas of the individual to those around him.

**Secondly, verbal interaction:**It is represented in the speech that occurs between the teacher and the child, and it is the linguistic means through which information, ideas and facts are exchanged or transmitted to all children involved in the communication process. Communication includes the exchange of ideas, opinions and information through conversation (Masoud, 2018: 310-311).

### **Precedent studies section:**

**Study of (Al Jamili, 2019):**This study was conducted in Iraq and aimed to identify the effect of the strategy of hands and minds in acquiring Islamic concepts for fifth-grade students and developing their moral values. The study sample consisted of (65) students with two experimental groups that included (32) students and a control group consisting of (33) students. The researchers have two tests to measure his research variables. As for the first test, the test for the acquisition of Islamic concepts consisted of (39) paragraphs of the type of multiple choice. The researchers also prepared a measure of moral values. Final scale From Five areas are included(60) paragraph the results showed that the experimental group outperformed the control group in the test of acquiring Islamic concepts and developing moral values.

**Study of (Azouz and Shafi, 2017):**This study was conducted in Iraq and aimed to identify The effectiveness of the concept circles strategy in acquiring historical concepts for second-grade intermediate students The experimental approach (of partial control type) was followed for two equal groups, one experimental and the other controlling, with a post test for acquiring historical concepts. There are (120) behavioral objectives for the purpose of preparing the teaching plans for the two research groups (experimental and control). As for the research tool, the researcher prepared a test for concept acquisition consisting of (60) paragraphs of the type of multiple choice. The students of the experimental group who studied with the concept circles strategy outperformed the students of the control group who studied in the usual way in the test of acquiring historical concepts.

## X. RESEARCH METHODOLOGY AND PROCEDURES

This part includes the procedures adopted by the researchers to achieve the research goal and its hypotheses, represented by experimental design, defining the research community, selecting its sample, and equivalence of the total. In addition to preparing teaching plans and procedures for their application, preparing and preparing research tools, applying experiment and adopting appropriate statistical means to analyze the results. Here is a detail of that:

### First: research methodology:

The researchers followed the method experimental, to

achieve goals of research.

### Second: Experimental Design:

Experimental design is prepared from the basic methods when studying human phenomena in general. Note what is happening (Daoud and Abd al-Rahman, 1990: 250-256). Therefore, the researchers chose a design partially experimental. The two equivalent groups, experimental and control, to suit the current research conditions.

The first experimental group is exposed to the independent variable, which is the notepad hand strategy, while the group is exposed the second controller for the traditional method or the usual in teaching, has been chosen them random, the experimental design can be illustrated as (1).

Table (1) experimental design

the group	pretest	independent variable	dependent variable	post test
Experimental	social interaction scale	notepad hand strategy	Acquisition of historical concepts	Historical understanding test and social interaction scale
control		method Ordinary	Social interaction	

### Third: Determining the research community:

#### Research community:

The research community means all individuals who possess the same characteristics to be studied in a phenomenon certain. That is, the research community is all individuals or things that have specific properties that can be noticed it. And these common characteristics (Abu Hawij, 2002: 44).

The research community consists of students of Fifth literary class of secondary and middle school in Habbaniyah District Center, which is affiliated to the Directorate of Education Governorate Anbar for the academic year (2021-2022) as the number of the students in it (740) Students in fifth literary class according to the statistics carried out by the Department of Educational Planning in the General Directorate of Education of the Governorate Anbar.

#### Choosing a research sample:

The sample is defined as: "a small portion of the community being specifically tested to be representative right, and through the sample, you know the characteristics of the community that you are studying and analyzing (Al Bayati, 2008, 183).

The researchers intentionally chose (Caliphs High School for Boys), Which one of the schools affiliated to the General Directorate of Education in Anbar, Habbaniyah District, to apply his experience what it was found that it

includes two divisions of the fifth scientific class for the academic year (2019-2020). In a random way, the researchers chose Division (A) to represent the experimental group that will study history subject according to notepad hand strategy, and it represented Division (B) the control group, which will study a subject of history according to the usual way was number students the sample (57) student, by (29) student of the experimental group, and (28) student for the control group.

### Fourth: Equality of the two research groups:

For this reason, the researchers, before. As a result of the experiment on equivalence students. This research group statistically in some of the variables that are considered a sign of a debate and previous studies, which may affect the results of the experiment, and these variables are: Chronological age for students calculated months and social interaction scale tribal.

#### Chronological age for students counted in months:

listen for researcherst-test (t-test) for two independent samples, in order to find out the significance of the statistical difference between the experimental and control groups. The results showed that there was no statistically significant difference between the two research groups. As shown in Table No. (1) This indicates that the two research groups are equivalent in this variable.

The arithmetic mean, standard deviation, and the two calculated and tabulated T-values for degreesChronological age

group	the number	Arithmetic mean	standard deviation	degree of freedom	T value		indication 0.05
					calculated	tabular	
experimental	29	182.60	3.90	55	0.40	2.00	nonfunction
control	28	183.08	3.64				

#### Grades of social interaction scale:

The researchers ran over the research sample before starting the experimentsocial interaction scaleFromaMost of the parity between the two research groups in this test, the researchers used T. Test for two independent samples

and there were no statistically significant differences between the two groups that experimental and control are equivalentssocial interaction scaleAs shown in the table (2).

Table (2) It shows the arithmetic mean, standard deviation, and the calculated and tabulated T-values of the scoressocial interaction scale

indication 0.05	t value		degree of freedom	standard deviation	Arithmetic mean	the number	group
	tabular	calculated					
nonfunction	2.00	0.791	55	7.361	66.80	29	experimental
				7.00	68.401	28	control

#### Fifth research supplies:

##### Selecting the scientific material:

Before the start of the experiment, the researchers determined the scientific subject that will be studied for research sample students, has included topics fromhistoryfor the academic year (2021/2022), these topics are within part one, two and three.

##### Define Historical concepts:

Concepts identified abstract historical from matter of history, the researchers presented all the historical concepts of the number (12) understood historically on a group of experts and specialists some appropriate modifications have been made to a number of them.

##### Derivation of Behavioral Objectives:

The researchers prepared behavioral goals in the light of the main concepts that he identified, and they are within part one, two and three. In the first course of the academic year (2021-2022) to teach a subject of history for 5<sup>th</sup> literary class and their number (12) understood,Since the processes of concept acquisition are limited to three processes: (defining the concept, distinguishing the concept, and generalization of concept).

The two researchers formulated the behavioral objectives (36) as a target for these main concepts, the corresponding concepts and the level of acquisition of each concept, they

were presented to a group of experts and specialists, and after analyzing the experts' questionnaires, the researchers modified some of the objectives.

##### Preparing teaching plans:

The researchers made teaching plans for teaching a subject of history which he will study during the experiment, according to notepad hand strategy to teach students the experimental group, according to the usual method of teachingstudentsThe control group, the researchers presented two models of these plans on a group of experts and specialists in methods the teaching, educational and psychological sciences, to survey their opinions, suggestions and observations, for the purpose of improving the formulation of those plans, and making them sound and valid to ensure the success of the experiment, and in the light of what the experts showed, the amendments were madenoIt was completed and finally ready for implementation.

## XI. RESEARCH TOOLS

The two researchers will explain the two search tools and each tool separately age to achieve the desired objectives of the research and its hypotheses. This requires two tools: historical concept test and the scale counter social interaction as follows:

**Concept acquisition test:**

The researchers worked on constructing a concept acquisition historical test because there is no ready-made test, based on the concepts and behavioral objectives that have been identified, the test was a multiple-choice type because it is one of the most objective tests in which the chances of guessing are greatly reduced, in addition to that it is more stable in the validity of judgments, and economical in time. This test is flexible as it can be used to evaluate educational goals of different levels of knowledge. Accordingly, the researchers prepared the test consisting of (36) paragraph, covering the material that was contained in the experiment, taking into account that each concept has three processes that measure (the level of definition, the level of discrimination, and the level of application) And the Consists of (36) paragraph in acquiring historical concepts adult(12) a concept of the multiple choice type, then the researchers applied the test to an exploratory sample consisting of (150) students from the same research community, and after analyzing the results, the researchers extracted the discriminatory power of the paragraphs as ranging between (0.40 -0.68) and when the researchers used the method of internal consistency in order to know the stability of the test, as the coefficient reached stability (0.79), which is a good percentage, and thus the test is ready for application in its final form, consisting of (36) paragraphs.

**Social interaction test:**

After the researchers reviewed many studies related to social interaction, the researchers prepared drafting of the paragraphs of the scale has formulated (30) paragraph, have patronized researchers that in their formulation these paragraphs should be clear and the paragraph should be short and carry one idea, and the paragraph should be fixed as he chose the two researchers(3) alternatives for each paragraph, and these alternatives have weights ranging Menu(1.2.3) The alternatives were the following: sounds high and get (3) grades, grades A little higher (2) degree, It does not apply to It you get on(1) degree one and this with regard to paragraphs positivity, the correction is reversed in the paragraphs negative. The researchers presented the scale to an exploratory sample of the research community,

consisting of (100) students, and after correcting the scores, the data were processed. Calculating the power of discrimination for each item of the test, found the two researchers. It ranges between (2,676 -8,140), Thus, all paragraphs are acceptable because the calculated t-values are greater than the tabular T-value of (2,00) at the level of significance and degrees of freedom (52 .05). The researchers measured stability scale of the internal consistency method (AlphaCronbach) Walty, it is one of the important methods of measuring constancy, as the value of the coefficient reached constancy(0.80), and this It indicates that it is a good and acceptable stability coefficient, as the tests are good when the stability coefficient reaches(0.63) as above.

**Sixth: Statistical means**

The researchers used the following statistical methods: equation notes the (Test. T) for two independent samples, Chi-square (K2), difficulty factor for test items, paragraph discrimination factor test, Pearson correlation coefficient, and the equation Cronbach and the QE equation Dr. RichardSon.

## XII. PRESENTATION AND INTERPRETATION OF RESULTS

**First: View the results:****The result of the first null hypothesis:**

For the purpose of verifying the first null hypothesis which states that (there is no statistically significant difference at the level of significance (0.05) between the average scores of the experimental group students who studied history according to the thinking hand strategy and the average scores of the control group students who studied the same subject according to the method In the post-historical concepts acquisition test, the researchers applied the concepts acquisition historical test. On the two research groups, and when using the t-test (t-test) for two independent samples, to measure the significance of the difference between the two means, the calculated t-value reached (3.77), which is greater than the t-table value of (2.00), at a level of (0.05) and at a degree of freedom (55), and Table (3) illustrates this.

*Table (3) T-test results for students of the two research groups in the concept acquisition historical test*

group	the number	Arithmetic mean	standard deviation	degree of freedom	t value		indication
					calculated	tabular	
experimental	29	30.65	3.20	51	3.77	2.00	function
control	28	26.71	4.18				



Which indicates that there is a statistically significant difference between the average scores of the experimental group that studied according to the thinking hand strategy, and the average scores of the control group that studied in the usual way and in favor of the experimental group, and accordingly rejects the null hypothesis and accepts its alternative.

#### The result of the second null hypothesis:

For the purpose of verifying the second null hypothesis, which states that there is no statistically significant difference at the level of significance (0.05) between the

Table (4) T-test results for students of research group in social interaction scale dimensional

group	the number	Arithmetic mean	standard deviation	degree of freedom	t value		indication 0.05
					calculated	tabular	
experimental	29	72.35	7.63	51	2.98	2.00	function
control	28	66.52	6.25				

This indicates that there is a statistically significant difference between the mean scores students. The two research groups are in favor of the experimental group, and accordingly reject the null hypothesis and accept its alternative.

#### The result of the third null hypothesis:

For the purpose of verifying the third null hypothesis which states that there is no statistically significant difference at the level of significance (0.05) between mean

average scores of the experimental group students who studied history according to the thinking hand strategy and the average scores of the control group students who studied the same subject according to the method ordinary in the Post-Social Interaction Scale. The researchers used the t-test (t-test) for two independent samples, as the calculated t-value was (2.98), which is greater than the t-table value of (2.00), at a level of significance (0.05) and a degree of freedom ( ), and Table (4) illustrates this.

differences in the scores of the students of the experimental group who studied the subject of history according to notepad hand strategy in the scale of tribal and post-social interaction. The researchers used the t-test (t-test) for two correlated samples, as the calculated t-value amounted to (6.39), which is greater than the t-table value of (2.04)(degree of freedom)28), and at the level of significance (0.05), that is, the result is statistically significant and in favor of a scaleSocial interaction. Table (5) illustrates this.

Table (5) The results of the t-test of two correlated samples for the pre and post application for social interaction for the experimental group

group	Arithmetic mean	standard deviation	average differences	skew difference	degree of freedom	t value		indication 0.05
						calculated	tabular	
tribal	66.80	7.361	5.54	4.42	28	6.39	2.04	function
after me	72.35	7.63						

Thus, the third null hypothesis is rejected and its alternative is accepted.

#### Second: Interpretation of the results:

In light of the research results that were presented, the following becomes clear:

After analyzing the results, it appeared that students of the experimental group out performed students the control group in the concept acquisition historical test. The researchers believe that this is due to the following

reasons:

that notepad hand strategy she added created environment study More active through put it up for the material with questions miscellaneous, than make it More Relevance in Teaching and acquiring comparative concepts ordinary way.

Showing notepad hand strategy for the material school in the form of questions sequential, interconnected increased from understanding and absorb students of concepts, as

such It was for him effect adult in facilitation remember them concepts and information.

Preparing a good notepad hand strategy Atmosphere for students inside the class than find skyline wider for info allowed for students search about multiple answers before give the final answer.

### **XIII. CONCLUSION**

In light of the findings of the researchers, the following can be concluded:

A location of application notepad hand strategy on students fifth literary grade in history.

Teaching according to the thinking hand strategy is more effective than the traditional method in acquiring concepts for fifth literary grade students.

Notepad hand strategy, it gives freedom for students to find in interaction within groups, which develops students social interaction.

Teaching according to the thinking hand strategy requires more time, effort, experience and skill from the teacher than the usual method.

### **RECOMMENDATIONS**

In light of the research results, the researchers recommend the following:

1. The necessity of providing teachers with a book that includes modern teaching methods and models, including: The strategy of the thinking hand to choose the teacher, which suits him.
2. The importance of emphasizing the historical concepts, sub-major and distinguish them from each other and provide them to students in a simplified manner.
3. Moving away from traditional methods of teaching history subject for the fifth literary grade and benefit from the results of the current study.
4. Not to be limited to objective questions only when developing test questions in order to measure the level of understanding of students.
5. The necessity of providing all forms of support in order to work on providing an attractive school environment and atmosphere in order to increase the motivation of students.

### **SUGGESTIONS**

To complement this research, the researchers suggest conducting future studies, including:

1. Conducting a study to find out the efficacy hand notepad

strategy in collection students third class average in social studies and development their systemic thinking.

2. Conducting a study to find out the efficacy of the effect of the thinking hand strategy in acquiring economic concepts students of the sixth literary class I have and development of citizenship values.

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