



The Effect of the Thinking Hand Strategy on Acquiring Historical Concepts Among Fifth Grade Literary Students and Developing their Social Interaction

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Abstract— *The current research aims to identify the effect of the thinking hand strategy on acquiring historical concepts among fifth grade literary students and developing their social interaction. The researchers adopted an experimental design with two equal groups, to suit the nature of the research, and the research sample consisted of (57) A student has been selected Intentionally from secondary school Righteous Caliphs This sample was randomly divided into two groups, one of which was experimental, which included (29) A student studying material the date With the strategy of the thinking hand, and the other controlling hand, which consisted of (28) student, lesson The same material was prepared in the traditional way. Before starting the experiment, the two researchers were careful to ensure that it was equal students. The two research groups statistically examined a number of variables that are believed to have an impact on the safety of the experiment, and these variables are:(Chronological age For students calculated in months, Social interaction scale). The two researchers defined the concepts Historical number of (12) as a concept, and in light of these concepts, the researchers prepared behavioral objectives that measure the processes of acquiring the concept (definition, distinction, Generalization The researchers also prepared model teaching plans for both groups. The researchers adopted two tests to measure the variables of their research. The first test was the concept acquisition test Historical and it is from (36) a multiple-choice paragraph, and verified its validity, reliability, and discrimination, as well as conducting statistical analyzes of its paragraphs, as the researchers prepared social interaction scale, The final measure may be (30) paragraph and verify its veracity, consistency and distinction, The results showed that the experimental group outperformed the control group in the test a Acquiring concepts and a measure of social interaction.*

Keywords— *The notebook strategy, historical concepts, and social interaction.*

I. INTRODUCTION

Teaching a subject the date in our schools, he is still a prisoner of traditional methods that emphasize. on The theoretical aspects are determined by memorization and memorization rather than thinking and creativity. This leads to forgetting information once the exams are over or shortly after they are over, in addition to this difficulty in understanding, assimilating and acquiring many historical concepts, which is reflected in the personal behavior of the students.

The researcher sees through their practice of curricula and teaching methods That's a teacher the date He needs to identify the concepts that should be taught to his students and then follow a clear plan or strategy in teaching them, taking into account the nature of the concepts, the age level of the students and their mental abilities, and varying the methods of interaction and methods of teaching. Teaching and evaluation, as well as determining students' levels.

The problem of learning, acquiring and developing concepts has been identified through many previous studies that dealt with the acquisition of historical concepts. These studies include, for example: Example (not limited to study) Jubouri, 2013 (and study) Al-Obaidi, 2020) These studies have found to There is a weakness in teaching history Including historical concepts.

By informing the researcher that On modern trends in education that focus on the student's positive attitude towards. Social interaction, and calls for To be active Teaching methods that make it positive in its interaction with modern teaching methods Because social interaction is one of...Important means of student interaction with each other in order to create an active, learner-centered classroom environment.

From the above, the research problem can be defined by the following question:-what The effect of the thinking hand strategy on acquiring historical concepts among fifth grade literary students and developing their social interaction?

II. THE IMPORTANCE OF RESEARCH

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

Modern education is based on important principles that combine continuous learning, keeping up with modern scientific discoveries, culture, and general theoretical and professional preparation. It now deals with the various human school, family, and other environments, so it cares about the human being horizontally in all of his environments and vertically in all stages of his life, to help him develop himself in an integrated way in light of his preparations, abilities, and competencies. And his talents are a support for each of them (Zeior, 2006:8).

Education has an important role in building a human being 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 tangible development in educational practices within educational

institutions at all stages, types and levels (Saraya, 2007: 11).

Due to 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 national standards for scientific education in the United States, which indicated the necessity of using modern educational techniques in teaching and providing appropriate environments for students for the purpose of facilitating teaching. (Alian, 2010: 106).

Andan teaching methods and methods It is fundamental and important to convey the educational material to the minds of the students. The teaching method 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 effective role in achieving the scorer, The effective teaching methods used by the teacher in the educational situation are an important pillar that contributes to achieving educational goals. Why teaching methods Effective 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 development of the student's personality in its various aspects, and works to increase the teacher's abilities to uncover facts and information in the entire curriculum (Al-Naimi, 1995: 36).

And he sees researcher that The need to work on using methods and a Modern methods based on grade Aa It takes care of the learner and his interaction within the classroom and his participation in the educational process, which contributes to the development of the educational process.

The education acquisition Concepts needs to Teaching methods, Therefore, teaching methods represent the backbone of the learning and teaching process, and without them it is not possible to transfer the academic material to others. Educated people In a coordinated manner, so that Its importance It lies in how to exploit the content of the academic subject as much as possible Educated people of reaching the goal of studying that subject, and what is contained in the curriculum and what is included in the textbook remains from It is useless unless you use the appropriate method and style to deliver the material to Students (Al-Sultani, 74:2015).

Teaching methods have an impacta Big a In achieving goals Education, The successful teacher does not teach the subject Just, Rather, he teaches in his own way, style, personality, and relationship with his students so The

importance of the teaching method depends on the teacher's presentation For the material, And how to deliver it to the students so that they accept learning with high motivation and benefit from it and the students enjoy it so that they can be human. interactive, And notidle, Because it satisfies his needs and desires (Abu Al-Haija, 2004: 293).

It has strategic importance Notepad hand One of the modern strategies that belong to constructivist theory, which depends on the student's interaction with the a Khurain Wa He also interacts with his environment through active learning, and the role of the teacher is to be a guide and guide. a In which the student learns by employing his senses, which enables him to obtain information through observation, prediction, interpretation, deduction, 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. The student carries out scientific investigations that lead him towards knowledge, with the teacher's guidance and accompaniment, and he practices through the processes of verification, investigation, and research.atoacoffee potaYaThis strategy makes the student like a scientistaThe young researcher and the role of the teacher is the motherYesThe secret of the education process (Ibrahim, 2002: 235-236).

And it is embodiedaFake strategyNotepad handIt helps students understand scientific material through their discovery of scientific knowledge on their own, and works to achieve meaningful learning. It develops their positive attitudes and motivation towards learning, helps them bear responsibility, self-confidence and self-reliance, and develops the spirit of cooperation and teamwork among them.thatIt plays a prominent role in developing their mental abilities (Shaira, 2017: 21).

The success of any educational process within the classroom depends on the amount of communication and interaction that takes place between the teacher and the learner in the educational situation. Despite this, the skill of interactionSocialShe suffers because some teachers do not understand her exclusion. The teacher who does not master communication and interaction skillsSocialIt is difficult for him to succeed in achieving his educational tasks, as the education process is a process of constant communication and interaction between the teacher and the learner. Therefore, this requires the teacher to have acquired specific teaching skills, as the teacher's lack of

these skills leads to difficulty in achieving educational goals (Khudair and Hilal, 2020: 154).

III. RESEARCH GOALS

The current research aims to the You know on me:

1. The effect of the thinking hand strategy on acquiring historical concepts among fifth grade literary students.
2. The impact of the thinking hand strategy in development Interaction Social For fifth grade literary students.

IV. RESEARCH HYPOTHESES

The researchers formulated the null hypotheses as the following: -

1. **The first null hypothesis:** There is no statistically significant difference at the significance level (0.05) between the average scores students Experimental group who Turn Together history According to Notepad hand strategy And average grades students Control group who Turn Together The material itself is according to the usual method of testing the acquisition of concepts Dimensional historical.
2. **The second null hypothesis:** There is no statistically significant difference at the significance level (0.05)Between the average grades of the experimental group students who studied history according toNotepad hand strategyThe average grades of the control group students who studied the same subject according to the usual methodSocial interaction scale.
3. **Null hypothesis Third:** There is no statistically significant difference at the significance level (0.05) between the mean differencesinThe grades of the experimental group students who studied history were in accordance with Notepad hand strategy in the scale Pre and post social interaction.

V. RESEARCH LIMITS

Current research limits are:

1. The human limit: a sample of students the line Literary fifth in schools Junior high And Secondary school affiliated with the General Directorate of Education in the Governorate Anbar, Morning study.
2. Spatial limit: one of the schools high school To maintain Anbar Habbaniyah District Center.
3. Cognitive limit:The first, second and third chapters of the history book for the fifth literary grade,

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. DEFINING TERMS

Notepad hand strategy: Know that it is “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” (Charpak, 2001: 15).

A. The procedural definition:

1. Acquisition: KnownBaNo:- “It is a means of preserving learning from loss and maintaining it and maintaining it for a longer period by providing a certain amount of training to the learner” (Abu Zeina,135:1997).

The operational definition of acquisition:- the capacity students(Research sample) on distinction and definition, and application of Historical concepts in the current research,This ability is measured in degreesYhe got itstudentsThe research sample (experimental and control) through the test prepared for this purpose.

2. Concept: KnownBaNo:-“An idea or A word or mental image,Whether tangible or abstract,Each of them refers to things, ideas, events or people that share common characteristics,It can be indicated by a name or a specific symbol to give a specific meaning.” (Al-Borai,2009:399)

The identification of operational historical concept:- Concepts that indicate Facts and events. These concepts are mentioned inbookHistory for class The literary fifth,Which Al-Bah seekssecondTo deliver it to individualsChargesAnd acquire thenshe has.

Social interaction: Known That he is:- "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 times and be useful to himself and his society in the future (Al-Farra, 2004: 7).

B. Operational definition for social interaction:-The degree to which the student in the experimental and control group obtained it on a scale Social interaction that Return it researcher that In this study.

VII. THEORETICAL ASPECTS

The thinking hand strategy-

Strategic characteristics Notepad hand:

It’s a strategy Notepad hand It has a number of characteristics that distinguish it from other strategies and

which qualify it to be the most effective in the teaching and learning processes:

1. Developing the senses and love of observing the outside world.
2. Providing students with the opportunity to ask questions and discuss.
3. Working to develop scientific thinking skills (Lutfi et al., 2007: 24).

Strategic stagesNotepad hand:

(Ibrahim, 2002: 248) pointed to three stages:

1. The stage of simple experimentation and investigation: in which students present scientific tasks based on investigating, identifying, and studying scientific phenomena according to the methodology of scientific thinking.
2. Feedback stage:And in itIt encourages students to practice some of the science processes that scientists use, such as scientific observation, where they write down and record their observations according to an organized methodology and use them to make mental inferences and collect evidence about them.
3. Clarification stage: In which students provide their interpretations and conclusions about their previous observations, they are also required to provide empirical evidence about those interpretations and conclusions by carrying out tasks andaScientific roundabout.

Calendar stages In Notepad hand strategy:

The evaluation is done in light of the strategyNotepad handIn several stages:

1. **Tentative evaluation:**This type of evaluation is done at the beginning of the lesson during the Let's Get Started phase. The evaluation aims to determine the level of students' knowledge of the lesson topic and their previous information about it.
2. **Interim calendar:**It aims to evaluate students' abilities and skills in performing practical activities, and as a result determine the extent of their development in a way that benefits the teacher in amending lessons by adding activities to clarify ambiguous points. This type of evaluation is done while presenting the lesson during the research and discovery phase.
3. **Final evaluation:**To determine the extent to which students understand the lesson topic, and as a result the extent to which the desired goals are achieved, this type of evaluation is done at the end of the lesson (Lotfi andaKhron, 2007: 27).

Second: Acquiring concepts:-In our current era, studies in all knowledge have developed. This is due to the efforts of many scholars who pointed out that by the end of this century, the amount of knowledge in the various sciences will be estimated at a hundred times what it was before, and that the speed of progress that has occurred in knowledge in general in recent years, This has made it difficult to become familiar with the details of knowledge, hence the tendency to focus on learning knowledge from its concepts.the basic(Al-Zend, 2004: 286),AndIt means any activity that requires the individual to combine two or more things or events, and this activity that the individual performs for the sake of classification is supposed to lead to the growth of concepts to the point that when new or different things are presented to him, he can classify them correctly, so that he distinguishes between Positive and negative examples. The individual is considered to have learned the concept when he carries out the classification process for new things with an acceptable degree of correctness. (Sahib and Jassim,2011:52). AndAcquisition is the extent to which the student knows what the concept represents and what it does not represent by focusing on the student's activities and the teacher's activities, and then he processes the facts and information in his own way to form meaning from it by linking it to the information he has available before saving it in his memory. (Al-Naimi, 2013: 59).

Learning a good concept means that the learner was able to organize, generalize, classify, abstract, and link new information and knowledge present in his past accumulated experiences, and it is called (Born).Bourne) describes this type of cognitive behavior as concept formation, while Kendler calls it concept acquisition. In light of the learner's knowledge of the concept, he can discover one of several ways to classify this information, and take an honest and correct approach to achieve a new concept. (Al-Azirjawi, 1991: 307)

Characteristics of concepts:

1. **Degree of abstraction**Concepts differ in terms of their degree of abstraction. A concept with distinct dimensions is called a sensory concept, and it is the concept that can be referred to through the senses. The other type is the abstract concept whose dimensions refer to facts that cannot be perceived directly through the senses.
2. **Degree of complexity**Concepts differ in terms of their degree of complexity and in the number of dimensions necessary to define them, each according to its dimensions. Concepts that are based on many dimensions are considered among the most complex

concepts, unlike concepts that depend on a small number of dimensions.

3. **Degree of centralization of dimensions**There are concepts that are based on only one or two attributes, while others are based on a group of dimensions or attributes on which the concepts are based. There is no doubt that these attributes have a major role in learning concepts.
4. **Degree of differentiation or degree of diversity**Concepts differ in the number of similar things they represent, that is, in terms of the number of descriptions of the things included in the concept category (Abu Athrah, 2012): 28-29).

VIII. SOCIAL INTERACTION

An interaction SocialIt is 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 times and be useful to himself and his society in the future (Al-Farra, 2004: 7).

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

The teacher and the learner in the educational process have come to be seen as the two poles of the field, who exist to interact. The teacher organizes and prepares experiences and knowledge, so that the student interacts with them and encourages him to participate actively, and his seriousness in adopting positive, open interaction with him to achieve specific goals set from the beginning, so that they collectively aim to achieve The desired integrated growth and development that any educational system seeks (Al-Qatami, et al., 2008: 696).

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

thatEverything that takes place in the classroom in terms of verbal or non-verbal behavioral actions by both the teacher and the student, or by the students themselves, in a purposeful and educational manner that leads to increased learning motivation and effective participation in

classroom activities, with the aim of preparing the student mentally and psychologically, improving his personality and providing him with new knowledge and concepts to achieve Better education (Ghafoor, 2013: 39).

IX. TYPES OF SOCIAL INTERACTION

The types of interaction can be divided into the following:

First - non-verbal interaction: - It includes all the skills that an individual uses while dealing with those around him with the aim of sending and receiving a message from them or to them, whether that is to support the form of verbal communication or a method of non-verbal communication in itself. These skills include visual communication, facial expressions, signs and gestures, and communication. With pictures, which lead to the purpose of the communication process, which is to convey the individual's ideas to those around him.

Second - 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 transferred to all children included in the communication process, and communication includes the exchange of ideas, opinions, and information through speech (Masoud, 2018: 310-311).

X. PRECEDENT STUDIES

1. **Study (Al-Jumaili, 2019):**This study was conducted in Iraq and aimed to identify the effect of the hands-and-minds strategy in acquiring Islamic concepts among fifth-grade scientific students and developing their moral values. The study sample consisted of (65) students in two experimental groups that included (32) students and a control group that consisted of (33) students. It was adopted The researcher conducted two tests to measure the variables of his research. The first test was a test for acquiring Islamic concepts, consisting of (39) multiple-choice items. The researcher also prepared a measure of moral values. And may be The scale in its final form from Five areas are included(60) paragraph The results showed that the experimental group was superior to the control group in testing the acquisition of Islamic concepts and the presence of development in moral values.

Study (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 among second-year middle school female students The experimental method (partial control type) was followed for two equal groups, one experimental and the other control, with a post-test to acquire historical concepts. This

research was limited to second-grade female students in one of the middle and secondary schools affiliated with the Babylon Education Directorate. Behavioral objectives were defined in the cognitive field and reached There are (120) behavioral objectives for the purpose of preparing 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) multiple-choice items. The female students of the experimental group who studied using the concept circles strategy outperformed the female students of the control group who studied using the usual method in the test of acquiring historical concepts.

XI. RESEARCH METHODOLOGY AND PROCEDURES

This chapter includes the procedures adopted by the researchers to achieve the goal of the research and its hypotheses, represented by the experimental design, defining the research population, selecting its sample, and equating the total. This is in addition to preparing teaching plans and their implementation procedures, preparing and configuring research tools, applying the experiment, and adopting appropriate statistical methods to analyze the results.,Below is a breakdown of that:

First: Research methodology:

The researchers followed the method Experimental, to achieve Goals search.

Second: Experimental design: -

Prepare Experimental design from The basic methods when studying human phenomena in general, and the more precise and appropriate the design is for the phenomenon to be studied, the more successful the experimental research method will be in understanding and interpreting the phenomenon. Therefore, it is a plan and work program for how to carry out the experiment, that is, planning the circumstances and factors surrounding the phenomenon that we are studying in a specific way, and then Observing what is happening (Daoud and Abdel Rahman, 1990: 250-256), So the researchers chose a designa Partially experimental ya Equivalent experimental and control groups, to suit the conditions of the current research.

The first experimental group is exposed to the independent variable, which isAnd Notepad hand strategy, while the group is exposed the second Control for the traditional method HOr the normal oneHIn teaching, it was done Choose them accordingly random, The experimental design can be explained in the form (1).

Attendance (1) Experimental design

Posttest	Dependent variable	Independent variable	Pretest	the group
Testing the acquisition of historical concepts And a measure of social interaction	Acquiring historical concepts	Notepad hand strategy	Social interaction scale	Experimental
	Social interaction	method Ordinary		Female officer

Third: Defining the research community: -

1- research community:

The research community means all individuals who possess the same characteristics of the phenomenon to be studied certain, That is, the research population is all individuals or things that have specific characteristics that can be observed, These are common characteristics (Abu Huwajj, 2002: 44).

The research community consists of: students the line The fifth literary in Secondary and middle day schools In Habbaniyah District Center, which is affiliated with the Education Directorate governorate Anbar For the academic year (2021-2022) as the number reached the students In it (740) student In class Literary fifth According to statistics conducted by the Educational Planning Department in the General Directorate of Education of the Governorate Anbar.

2- Choosing the research sample:

A sample is defined as: "A small portion of the community being specifically tested to represent the community right, Through the sample, you know the characteristics of the society you are studying and analyzing." Al-Bayati, 2008, 183).

And The researchers intentionally chose Al-Khalafa Secondary School for Boys), Which a One of the schools affiliated with the General Directorate of Education Anbar, Habbaniyah District, To apply his experience what, It was

The arithmetic mean, the standard deviation, and the calculated and tabulated T-values for the scores Chronological age

indication 0.05	T value		Degree of freedom	Standard deviation	Arithmetic mean	the number	The group
	Schedule	Calculated					
Non-functional	2.00	0.40	55	3.90	182.60	29	Experimental
				3.64	183.08	28	Female officer

2. Social interaction grades scale:

a The two researchers conducted a sample study before the experiment began Social interaction scale from a Most of the

found that it contains two divisions of the class Scientific fifth For the academic year (2019-2020) In a random manner, the researchers chose Section (A) (to represent the experimental group) that would study the subject the date According to (Notepad hand strategy), and Section (B) represented the (control group) that would study the subject the date According to (the usual method) And it was number students the sample (57 (Student, actually) 29 (Student for the experimental group, and) 28) student For the control group.

Fourth: Equivalence of the two research groups:

For this reason, the researchers were keen before a The result of the experiment is equal students My research group a Statistically in some variables that a The chart a Publications and previous studies that may affect the results of the experiment and these variables are: Chronological age For students Calculated In months and a measure of social interaction Tribal.

1. Chronological age For students Calculated in months:

Take advantage For the researchers T-test (t-test) for two independent samples, in order to determine 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.

equality between the two research groups in this test, The researchers used T-test (T.Test) for two independent samples And There were no statistically significant

differences between the two groups, and thus the groups were considered that Experimental and control are equivalent in terms Social interaction scale As shown in table (2)

Schedule (2) It shows the arithmetic mean, standard deviation, and calculated and tabulated T-values for the scores Social interaction scale

indication 0.05	T value		Degree of freedom	Standard deviation	Arithmetic mean	the number	The group
	Schedule	Calculated					
Non-functional	2.00	0.791	55	7.361	66.80	29	Experimental
				7.00	68.401	28	Female officer

XII. RESEARCH REQUIREMENTS

1. Determine the scientific subject:

Before starting the experiment, the researchers determined the scientific material that would be studied For students of the research sample It included topics from history for the academic year (2021/2022), and these topics are included Chapters one, two and three.

2. Define concepts Historical:

Concepts are defined Abstract historical from material the date, The two researchers presented all the concepts Historical number of (12) understood Historically A group of experts and specialists Some appropriate modifications have been made to a number of them.

3. Derivation of behavioral objectives:

The researchers prepared behavioral objectives in light of the main concepts he identified, which are included Chapters one, two and three In the first course of the academic year (2021-2022) to teach a subject the date For class Fifth Literary The number of which is (12) Understood, Since the processes of concept acquisition are limited to three processes: (defining the concept, distinguishing the concept, Generalization concept)

The researchers formulated the behavioral objectives of (36) as a goal for those 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 two researchers modified a section of the goals..

4. Preparing teaching plans:

The researchers developed pedagogical plans for teaching the subject the date Which he will study during the experiment, according to Notepad hand strategy To teach students The experimental group, according to the usual teaching method students The control group, the researchers presented a Two models of these plans were developed by a group of experts and specialists in the method the Teaching, educational and psychological sciences, to survey, their opinions, suggestions and

observations, for the purpose of improving the formulation of these plans, and making them sound and valid to ensure the success of the experiment, and in light of what the experts expressed, the necessary amendments were made. no It has been completed and its final form is ready for implementation.

XIII. DATA RESEARCH TOOLS

The researchers will explain the two research tools and each tool separately a Most achieved a To achieve the desired objectives of the research and its hypotheses, this requires two tools: testing concepts Historical And a Scale counter Social interaction As follows:-

1. Concept acquisition test:

The researchers worked on building a concept acquisition test Historical Because there was no ready-made test, based on the behavioral concepts and objectives that had been identified, the test was of the multiple-choice type because it is one of the most objective tests in which the chances of guessing are greatly reduced, in addition to being more consistent in the truthfulness of the judgments and more economical in time. This test is flexible as it can be used to evaluate educational objectives of different cognitive levels. Accordingly, the researchers prepared the test consisting of (36) a paragraph covering the material 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 Consists of (36) A paragraph on acquiring concepts Historical (adult) 12) is a multiple choice concept 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 items as ranging between (0.40 - 0.68). When the researchers used the internal consistency method in order to know the stability of the test, the coefficient reached Reliability (0.79), which is a good percentage, and thus the

test is ready to be applied in its final form, consisting of (36) items.

2. Social interaction test:

After reviewing many studies related to social interaction, the researchers prepared Formulating the scale paragraphs And it has Formulated (30) paragraph, And he took care Yes researcher that In its formulation M These paragraphs should be clearly defined, the paragraph should be short, carry a single idea, and the paragraph should be concise as chosen The two researchers (3) Alternatives for each paragraph, and these alternatives have varying weights From (1.2.3) There were alternatives she: It applies to me to a great extent and you get (3) Degrees, and bumps Q To a slight degree (2) degree, It does not apply to me! And it happens On (1) degree One and this Regarding the paragraphs Positivity, The correction is reversed in paragraphs Negativity. The researchers presented the scale to an exploratory sample of the research community, consisting of (100) students, and after correcting the grades, the data was processed, and the Calculating the discrimination power for each test item, found The two researchers They range between (2,676 -8,140), Thus, all items are considered acceptable because the calculated T-values are greater than the tabulated T-value of (2.00) at the significance level (0)..05) and degrees of freedom (52). The researchers measured stability Scale b Internal consistency method (Alpha Cronbach) Walt Y It is one of the important methods of measuring constancy, The value of the coefficient reached Consistency (0.80), and this This indicates that it has a good and acceptable stability factor,

as tests are considered good when their stability factor reaches (0.63) So what? above.

Statistical methods

The researchers used the following statistical methods: (Equation Anotest Al-Tai (Test.T) for two independent samples, chi-square (ka2), Difficulty factor for test items, Paragraph discrimination factor test, Pearson correlation coefficient, And Alpha equation Cronbach And Q equation Dr Richardson.

XIV. PRESENTATION AND INTERPRETATION OF RESULTS

First: Display the results:

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 posttest of historical concept acquisition, the researchers applied the concept acquisition test Historical On both 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 was (3.77), which is greater than the tabular t-value of (2.00), at the level (0.05) and with a degree of freedom (55), and Table (3) shows this.

Table (3) T-test results For students My research group on testing the acquisition of concepts Historical

indication 0.05	T value		Degree of freedom	Standard deviation	Arithmetic mean	the number	The group
	Schedule	Calculated					
Function	2.00	3.77	51	3.20	30.65	29	Experimental
				4.18	26.71	28	Female officer

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. Accordingly, the null hypothesis is rejected and its alternative is accepted.

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 average grades of the students of the experimental group who studied history according to the thinking hand strategy and the average grades of the students of the control group who studied the same subject according to the method. Ordinarity in the post-social interaction scale. The researchers used the t-test (t-test) for two independent samples, where the calculated t-value was (2.98), which is greater than the tabular t-value of (2.00), at a significance level (0.05) and with a degree of freedom (), and Table (4) shows this.

Table (4) T-test results For students My research group Social interaction scale Al-Baadi

indication 0.05	T value		Degree of freedom	Standard deviation	Arithmetic mean	the number	The group
	Schedule	Calculated					
Function	2.00	2.98	51	7.63	72.35	29	Experimental
				6.25	66.52	28	Female officer

Which indicates that there is a statistically significant difference between the average scores students The two research groups are in favor of the experimental group, and accordingly, the null hypothesis is rejected and its alternative is accepted.

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 significance level (0.05) between the mean differences in The grades of the experimental**

group students who studied history were in accordance with Notepad hand strategy in the scale Pre and post social interaction)The researchers used the t-test (t-test) for two interconnected samples, where the calculated t-value reached (6.39), which is greater than the tabular t-value of (2.04(degree of freedom)28), and at a significance level of (0.05), meaning that the result is statistically significant and in favor of the scale Social interaction. Table (5) shows this.

Table (5) Results of the two-sample t-test for the pre- and post-test For social interaction For the experimental group

indicati on 0.05	T value		Degree of freedom	Variance deviation	Average differences	Standard deviation	Arithmetic average	The group
	Schedule	Calculated						
Function	2.04	6.39	28	4.42	5.54	7.361	66.80	Before me
						7.63	72.35	after me

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

Second: Interpretation of the results:

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

After analyzing the results, it appeared that students The experimental group outperformed students The control group in the concept acquisition test Historical The researchers believe that this is due to the following reasons: -

1. that Notepad hand strategy She added I created environment Study more Active through Put it up For the material With questions miscellaneous, Than Make it more Relevance in Teaching and concept acquisition compared In the way Ordinary.
2. that an offer Notebook hand strategy for the article Scholarship In a way Questions Sequential and interconnected Increased from to understand And absorb students for concepts, as He was for him

Impact Adult in facilitation Remember them For concepts and information.

3. I prepared Notepad hand strategy the weather The discussion For students inside the line Than Find skyline Wider For information Available For students search on Answers Multiple before Giving the answer Final.

XV. CONCLUSION

In light of the results reached by the researchers, the following can be concluded: -

1. aApplication spatial Notepad hand strategy on students fifth grade Literary literature in history.
2. Teaching according to the thinking hand strategy is more effective than the traditional method in acquiring concepts for fifth grade literary students

3. Notepad hand strategy It gives students freedom to find interaction within groups, which develops social interaction among students
4. 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- It is necessary to provide teachers with a book that includes modern teaching methods and models, including: The thinking hand strategy for the teacher to choose from which suits him.
- 2- The need to emphasize highlighting concepts Historical The main and sub-divisions, distinguishing them from each other, and providing them to students in a simplified manner.
- 3- Moving away from traditional methods of teaching a subject the date For the fifth literary grade and benefiting from the results of the current study.
- 4- Do not limit yourself to objective questions only when developing test questions so that students' level of understanding can be measured.
- 5- It is necessary to provide all forms of support in order to work on providing an attractive school atmosphere and environment in order to increase students' motivation.

Proposals:

In continuation of this research, the researchers propose to conduct future studies, including:

1. Conduct a study to determine its effectiveness Notepad hand strategy Collection Students the line the third Average in social studies And development Their systemic thinking.
2. Conduct a study to determine its effectiveness The effect of the thinking hand strategy in acquiring concepts Economic I have Students the line Literary sixth And development Their citizenship values.

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