

The effect of the fair inquiry model on achievement by bringing about the dialectical development of literary fifth-grade students in history subject

Hanaa Ibrahim Mohamed

College of basic Education - University of Diyala

basichist16te@uodiyala.edu.iq

Research extract

The current research aims to find out the impact of the fair survey model in achievement and the development of dialectic thinking among fifth-grade literary students in the subject of history

This is by verifying the validity of the following zero hypotheses: -

- 1- There is no statistically significant difference at the level of significance (0.05) between the average grades of female students in the experimental group studying the subject of the history of Modern Europe and America and contemporary, according to the fair survey model and the average grades of female students of the control group who study the same subject in the usual way in the distance learning test.
- 2- There is no statistically significant difference (0.05) between the average grades of female students in the experimental group studying the subject of modern and contemporary History of Europe and America according to the fair survey model and the average grades of female students of the control group studying the same subject according to the usual method in the measure of dimensional dialectic thinking.
- 3- There is no statistically significant difference at the level of significance (0.05) between the average grades of female students in the experimental group studying the subject of the history of modern and contemporary Europe and America according to the model of fair survey in the tribal and remote applications of the measure of controversial thinking.
- 4- There is no statistically significant difference at the level of significance (0.05) between the average grades of female students of the control group studying the subject of the history of Modern Europe and America and contemporary in accordance with the usual method in the tribal and remote applications of the measure of controversial thinking.

To verify this, the researcher used a partially controlled experimental design with the experimental and control groups and the tribal and remote tests. In the usual way, the number of female students in the two groups (60) female students by 30 students in Division A and (30) female students in Division B was the number of female students failing (5) at the same stage, kava, the researcher between the two groups of research in the following variables (educational attainment of

parents, educational attainment of mothers, time age calculated by months, tribal dialectic thinking socket scores, IQ test scores).

Scientific article: The last three (5th, 6th and 7th) of the Book of The History of Modern and Contemporary Europe and America scheduled to teach students of the fifth grade literary by the Ministry of Education for the academic year (2018- 2019) w w. the researcher (109) formulated a behavioral goal, and prepared daily teaching plans for each group (experimental and officer)

As for the research, the researcher prepared a learning test consisting of (50) objective test paragraphs of a type of multiple selection and (10) essay paragraphs with short answers distributed according to the six levels of the classification (BLOOM) which are (knowledge, application understanding, analysis, composition, calendar) then the researcher verified the sincerity of the virtual test and the sincerity of the content through a subject on a group of specialists as well as extracting the secometry properties of the test (difficulty factor, strength of excellence, effectiveness of wrong alternatives) and applied The test was prompted by the two research groups (experimental and controlled) at the end of the experiment, which lasted (13) weeks, but the stability of the test was based on the half-fragmentation equation using the Pearson link coefficient and after it was corrected using the Siberman-Brown equation became (0.07), then the researcher relied on the controversial thinking scale prepared by (Krar Abdul Zahra Al Kaabi) which consists of (20) test paragraphs if the test was applied before the start of the experiment and after the end of the experiment and after it was completed. The researcher adopted statistical methods from the statistical package (SPSS), including the next test of two independent samples equal to the square number K2, the Spearman Brown equation, the Alpha Kronbach equation, the stability equation, and after correcting the answers and processing the data statistically, the results resulted in a statistically significant difference between the average attainment and the controversial thinking scale between the students of the research groups (experimental and controlled) at the indicative level (0.05) for the experimental group that studied the history of the research groups (experimental and controlled) at the indicative level (0.05) for the experimental group that studied the history of the research groups. Modern and contemporary Europe and America, according to the model of fair survey, thus rejecting the researcher hypotheses and accepting alternative hypotheses for the current research.

The conclusion included in the current research is:

- ❖ Appropriate fair survey model to teach the curriculum of the history of Europe and America modern and contemporary for students in the fifth grade literary
- ❖ Following the model of fair and positive survey in increasing the achievement of fifth grade literary students in the curriculum of the history of Modern Europe and America more than the usual way

Recommendations included in the current research:

- ❖ Emphasizing the use of the fair survey model in teaching the curriculum of the history of Modern and Contemporary Europe and America because of its importance in increasing attainment and developing controversial thinking
- ❖ Acquiring psycho-motor skills requires training and practice, and this in a course requires history teachers to use learner-centred methods, strategies and models.

Proposals included in the current research

- ❖ Conduct a similar study to identify the aftermath of the fair survey model in other curricula and other stages of study
- ❖ Conducting a comparative study between fair survey models and other models

Introducing research

First: Search problem:

Despite the importance of history, which is one of the subjects that contributes to the formation of the personality of learners and the development of their experiences and experiences, but there are several obstacles to taking a proper place in our schools, who looks well at the reality of their teaching finds that they still suffer from many problems, including the nature of the course in which the course is scheduled, which is often crowded with historical facts and information in many paragraphs marred by narrative, and its chronology is confusing to learners, which Burden them with the absorption, understanding and realization of this material (Al-Fitlawi, 2005:2)

Many educators and specialists attributed these problems to the use of teachers for the usual method of teaching history subject, which is based on the preservation, indoctrination and recitation of information, despite the emphasis of educational literature and recent studies on the need to activate teaching methods, methods and models in a way that serves the role of the learner and makes him the focus of the educational process (Al-Jumaily, 2010: 3)

The impact of traditional methods of study, based on preservation and indoctrination in the low level of educational attainment, is demonstrated by some studies, including the study (Azzawi, 2012) and the study (Alloush, 2018) where the subject of history is taught in modular methods and methods adopted It also focuses on giving a massive, unrelated knowledge reservoir, which is difficult for learners unable to link what they study to the above (Hamid and Mohammed, 2018: 30)

The researcher also prepared a survey she provided to a number of history teachers in the research community, which included two questions: What were the guidelines you use to teach the subject of modern and contemporary History of Europe and America? The answer of the majority of them was to rely on the usual method while the second question was: Do you have prior knowledge of the fair survey model as a modern teaching model? There was full agreement that female teachers did not have sufficient prior knowledge of modern models and from it? The fair survey model, as the researcher looked at the records of the grades of the subject of the subject of the history of Europe and modern and contemporary America of the first course, and found a decrease in the level of student achievement of this subject.

Hence the problem of searching by answering the following questions:

What is the model of fair investigation in achievement and the development of dialectic thinking among fifth-grade literary students in the subject of history?

Second: The importance of research:

Our contemporary world is witnessing tremendous technological scientific developments, which require us to pay attention to the different fields of science and the methods of teaching it at all

educational levels, so that we can keep pace with civilization and keep ourselves away from being left behind, except through purposeful planning that seeks to advance the educational process at all levels, enabling us to build a new and informed generation, believing in science and its role in the progress of society, capable of meeting the challenges of the times (WAFA, 2009: 219)

In light of this development, education is responsible for keeping pace with this great development through the number of human staff capable of keeping up with and keeping up with the continuous scientific and technical development, and able to successfully adapt to the rapid changes imposed on society (Resourcefulness, 2003: 18)

The school is the means of education in achieving its goals, as it works to create the right environment and the right environment for learners by raising problems in front of them and setting their goals, and encourages them to achieve these goals, as it is a social institution established by society to meet its basic needs and it prints individuals socially that makes them good members of society (Al-Fathlawi, 2013: 218)

The curriculum is the center of the school's education because of its importance and vital center in the educational process develops with the development of life and its complexities, which called on those concerned with education to take care of the curriculum in planning, implementation, evaluation and development (Attia, 2008: 21-22)

The teacher must seek to use all his new and effective strategies and teaching models and our field observations in our schools for the methods of teaching social subjects, which turned out to be not in line with the variables of the times that directed the educational process to a practical body aimed at mastering learning, improving its effectiveness and raising its efficiency, which leads us to reconsider those methods and what is being done with those variables (Abu Diya, 2011: 115)

Teaching models are used to organize the teacher's work and tasks in the classroom, employ teaching experiences and invest environmental conditions that include interconnected and integrated elements and parts such as content, skills, educational tools, social relations and physical facilities that interact with each other to determine the behavior of learners and teachers (Qatami and others, 2008: 155)

One of these modern models is the fair survey model that it is working hard to achieve the goal by achieving the desired outputs and correcting them by the criteria and foundations of puberty (Al-Futlawi, 2003:19)

Education specialists have agreed that the recruitment of the survey in teaching is of great importance, as it reflects on the learner, as it develops its motivation towards learning and develops his thinking skills and dialectic thinking skills, especially the higher thinking skills of analysis, installation, evaluation and development of the learner's self-concept in addition to contributing to the achievement of many educational goals that educational systems seek to achieve, such as the development of self-learning capacity and training learners in decision-making. Sentencing (Qatit, 2011: 130-131)

Most opinions agree that historical information is controversial because there are many un agreed events, and therefore the tendency of individuals to think controversially is based on the aspects that it supports and not allowing differences of opinion to influence his thinking and his ability to accept opinions consistent with the individual's personal opinion if proven correct and his ability to

perceive his or her personal opinions, the possibility of bias in those opinions and the risk of evidence in accordance with personal preferences (Ayoub, 2012: 7)

Educational achievement is one of the most important educational topics that occupied the minds of many researchers and educators, due to its association with many variables, some cognitive, some emotional and others skilled, and its importance in the success of learners and follow-up their educational career (Ahmed, 2010: 89)

Therefore, the current research is an actual attempt by the researcher to experiment with one of the modern models of teaching, the fair survey model, which may contribute to increasing academic achievement and developing the dialectic thinking of fifth-grade literary students in the subject of history.

The importance of the current research can be highlighted by:

- ❖ The importance of modern educational models in raising the adequacy of the educational process of the subject of history, including the model of fair survey, which may have a role and effectiveness in achieving and developing the dialectic thinking of fifth-grade literary students
- ❖ Contribute to encouraging history teachers to use modern teaching models and increase their awareness of the importance of using them
- ❖ The importance of the subject of history and its role in building the personality of the human being can benefit from the results of the current research in the use of this model to teach the subject of history in the preparatory stage

Third: The purpose and hypotheses of research:

The current research aims to find out:

(Following the model of fair investigation in achievement and the development of dialectic thinking among fifth-grade literary students in the subject of history?)

To achieve the goal of the research, the researcher developed the hypotheses that are

- 1- There is no statistically significant difference at the level of significance (0.05) between the average grades of female students in the experimental group studying the subject of the history of Modern Europe and America and contemporary, according to the fair survey model and the average grades of female students of the control group who study the same subject in the usual way in the distance learning test.
- 2- There is no statistically significant difference (0.05) between the average grades of female students in the experimental group studying the subject of modern and contemporary History of Europe and America according to the fair survey model and the average grades of female students of the control group studying the same subject according to the usual method in the measure of dimensional dialectic thinking.
- 3- There is no statistically significant difference at the level of significance (0.05) between the average grades of female students in the experimental group studying the subject of the history of Modern Europe and America and contemporary ali according to the model of fair survey in the tribal and remote applications of the measure of controversial thinking

4- There is no statistically significant difference at the level of significance (0.05) between the average grades of female students of the control group who study the subject of the history of Europe and modern and contemporary America according to the usual method in the two applications accepted and distanced to the measure of controversial thinking

Fourth: Search limits:

Spatial boundaries: Secondary and state day preparatory schools for girls of the Directorate General of Education of Diyala Province

Time limits: First semester (first course) of the school year (2018/2019)

Scientific Boundaries: The Last Three Chapters (Chapter 5, 6 and 7) of the Book of Modern and Contemporary History of Europe and America to be taught to fifth-grade literary students by the Ministry of Education for the academic year 2018/19

Human borders: Fifth grade literary students in secondary and day preparatory schools of the Directorate General of Education of Diyala Province / Baquba Center

Fifth: Defining terms:

First: Impact

1- Inevitable, 2003: "The amount of change that is made to the dependent variable after being exposed to the effect of the independent variable" (Inevitable, 2003: 175)

2- Sari, 2002: "The ability to achieve the intended goals, reach the desired results and use this term in the field of educational treatments, methods, strategies and teaching models" (Sabri, 2002: 410)

Procedural definition: The change that the independent variable (fair survey model) brings about in variables related to achievement and dialectic thinking and is measured by the degrees that female students receive in that test.

Second: Fair survey model:

1- (Ahmed and Magic, 2001) "As a teaching model that means raising a good citizen, and is based on resolving controversial issues in a surveyive manner that leads to discussion and debate and agreement on one fair opinion to communicate to a wise decision on the controversial issue at hand" (Ahmed and Magic, 2001: 754)

2- (Babtin, 2006): "One of the models used to teach subjects is based on dividing the class into different points of view, and through the interactions of colleagues and the presentation of their opinions, a decision is reached on the subject" (Babtin, 2006: 23)

Procedural definition:

The teaching model that the researcher followed to teach the students of the experimental group of history by presenting the lesson in the form of a dialectic issue or in a dialectic way and dividing the students of the class into teams and groups that are discussed and symmetry among them to reach

agreement on a unified opinion and apply it with the presence of another group of female students class acting as the court

Third: Al-Hassifor:

- 1- (Allam, 2000): "The degree of acquisition achieved by the learner, or the level of success he achieves and reaches in a subject or educational or training field" (Allam, 2000: 35)
- 2- (Zayer and Inside, 2012) "The teacher's abilities of experience and information that he can employ in solving the largest number of questions asked to him" (Zayer and Fi, 2012: 153)

Procedural definition of collection:

The amount of information, knowledge and experience that the researchers have been counting on is represented by their answers to the distance collection test that the researcher has prepared to achieve the research objectives, as measured by the degrees they receive after studying the history of modern and contemporary Europe and America.

Fourth: Dialectic thinking:

- 1- Jarvin, 2009. It's a mental process that's a process of compromise and a combination of conflicting goals, visions and views." (Jarvin, 2009: 21)
- 2- Abu Hatab, 2010) "Integration between two opposing points of view, when the individual engages in controversial thinking, he adopts his opinion and the opinion of the opposition together when solving a problem or issue or making a decision" (Abu Hattab, 2010: 113)

Procedural definition of controversial thinking:

The degree to which students from the two research groups receive the controversial thinking scale prepared for research purposes

Fifth: History:

- 1- (Al-Sakhawi, 1986) "Introducing the time when conditions are controlled from the birth of narrators and imams and is achieved in accordance with the incidents, the venerable facts and other matters of the past nations" (Al-Sakawi, 1986: 18)
- 2- (Ibn Khaldun, 2004) "News about the human meeting that is the architecture of the world and what is exposed to the nature of that urbanization, such as savagery, femininity, nervousness and types of overcoming human beings on each other, and the resulting king and states and their ranks and what human beings impersonate with their work and endeavours, earning, pension, science, canons and other things that limit that age by nature of the world" (Ibn Khaldun, 2004: 28)

Procedural definition of history:

Information, topics, knowledge, facts and events contained in the fifth, sixth and seventh chapters of the Book of Modern and Contemporary History of Europe and America to be taught by the Ministry of Education for his fifth grade literary application.

Seventh: Literary Fifth Grade:

The second grade of the three preparatory classes in which the student accepts from the middle school certificate, which is part of the secondary school that represents the grades: fourth in the scientific and literary branch, fifth in its scientific (biological and applied) and literary branches, with its scientific (biological and applied) and literary branches (Republic of Iraq, 2012)

JoanB. Theory and Previous Studies

The first axis: theoretical aspects:

First: Fair Survey Model

Survey concept:

The survey represents the process in which any belief or form of knowledge is examined in an attempt to prove certain theories or results (Al-Fenish, 1992:91) and can also be described as the effective and contemporary way in which the learner is the center of effectiveness, so that he is placed in a position that requires deep reflection of the cooperation and guidance of the teacher to reach the desired goals (Drunk, 2000: 156)The survey as a process of thinking puts learning in an exciting and questionable educational position in the problem situations so that the learner has an incentive to use specific steps to solve the problem in ascientific way and through mental processes such as understanding, principles and decision-making, in other words, the search for meaning that requires certain mental processes (Mahmoud, 2006: 118)

Fair survey model steps:

- ❖ Phase 1: Heading towards the issue: preparing to present the issue (topic) chosen for the learners, and the presentation is done by reading a story or historical novel and loudly or watching a video about the subject or photographers and others.
- ❖ Phase 2: Research and identification: research and identification of the issue in question, and clarify all aspects by learners, by referencing the scheduled book or using the school library or any external library or the Internet and others to gather facts about the issue.
- ❖ Phase 3: Discussion: Information discussion stage: the combined opinions, at this stage allows all teams representing the same aspect of the issue to be together to exchange information and prepare for the general discussion (debate) and the role of the teacher to direct the attention of learners to the desired views and their relevance, and to determine the expected results, at which stage the jury is selected to represent the neutral opinion
- ❖ Phase 4: Public hearing : This stage requires all learners to meet with a unified public meeting to present the different aspects of the case studied and to supervise and manage the jury to hold a debate between the group supporting the cause and the group opposed to it.
- ❖ Phase 5: Agreement on opinion and strengthening: During this stage the jury reaches with the help of the teacher to decide on the case studied, and the authority must clarify the reasons that led it to make its decision and followup the desired and unwanted results until one opinion is reached to support the objectives of the lesson and then the learners reach consensus on the issue.
- ❖ Phase 6: Application: The last stage of the model represents the most important stage where learners benefit from what they have learned and apply it to the environment surrounding them, and be able to appreciate the value of what they have learned, and benefit from their knowledge by attending meetings and meetings and participating in community activities (Thomas& Fisher, 2012: 37-40)

Second: Educational achievement:

Collection is defined as "the sum of the skills, knowledge and attitudes acquired by the student in a given period of time, compared to the set of skills, knowledge, attitudes and values to be acquired (Abu Diya, 2011: 244) and measuring the level of achievement (the level of knowledge, skill or achievement achieved by the individual in a particular field) is one of the easiest and least complex measurements of psychological variables, if thousands of years ago human achievements are assessed by observing human behavior and human productivity and through tests and experiments prepared for this purpose, and above all. Although most collection tests have been informal and throughout the ages, there are official types and collection tests such as the employment test in Chinese government institutions, which has been used in China for more than 400 years and has emerged from time to time (Aiken, 2007: 154)

The importance of collection tests:

Collection tests are of great importance in learning and can be summed up as follows:

- 1- Motivation: Since every work in the field of education is fully illustrated by the achievement tests on learners, it at the very least prompts them to prepare and recall, the educational process makes no sense without the test.
- 2- Diagnosis, treatment and teaching: The test reveals what learners have already gained from previous information or skills and can measure their strengths and weaknesses before teaching the new subject.
- 3- Setting teaching objectives: The aim of the test should be to give a clear picture of the skills, abilities and information you target in the subject.
- 4- Moving to a higher stage: Achievement tests are concerned with identifying differences between students in order to move them to a higher level of study. (Al-Makdami, 2020: 41)

Third: Dialectic thinking:

The literature of education and psychology refers to the importance of patterns of thinking free from context that support the tendency to evaluate opinions and evidence in a way that is influenced by the previous beliefs of the individual (Groan, 1999:36) or a specific decision with the presentation and explanation of the reasons about the best alternatives (Paul, 1993:61)

Characteristics of dialectic thinking:

- 1- The individual's tendency to think is a starting point from aspects that he does not support and not allow differences of opinion to influence his or her thinking.
- 2- The ability of the individual to accept opinions that do not meet with his personal opinion if proven to be correct
- 3- The individual was able to understand and understand the contradictions.
- 4- The ability to recognize the incorrectness of his personal opinions and the potential for bias in those opinions.

- 5- The ability to reconcile goals, visions and opposing views.
- 6- Risk of evaluation of evidence according to personal preferences (Manktelow, 1993:44)

Axis II: Previous studies:

- 1- Study on independent variable fair survey model

(Shami Study, 2012):

This study was conducted in the city of Diwani in Iraq and the aim of the study was to know the effectiveness of teaching with high-level thinking skills in accordance with the method of teaching thinking within the cognitive content of biology in achievement and the adequacy of cognitive representation and the development of critical thinking among fourth-grade scientific students the researcher adopted the curriculum semi-experimental formed the sample of the study of (63) students promising a learning test consisting of (50) paragraph (43) select paragraphs of multiple (7) paragraphs of essay and critical thinking test It is from 75 paragraphs that the researcher used the next test for two independent samples. (Shami Study, 2012)

- 2- A study on the variable of dialectic thinking:

Study (Manktelow & Owen Evans, 1993):

This study addressed the impact of bias on polemic thinking, where they analyzed the phenomenon of bias as a result of preconceived opinions, where some believe individuals accept other opinions that can be classified without logically thinking about them, and that they do not think about those opinions and their evidence logically except when those opinions are unseated (Manktelow & Owen Evans, 1993).

Aspects of benefiting from previous studies:

The researcher reported from previous studies in ascertaining information about:

- 1- See sources related to the current research topic
- 2- Taking the results of previous studies as evidence and influence on the need for the current study
- 3- Identify the search problem and its purpose
- 4- Develop the appropriate experimental design for the study
- 5- Choose the appropriate statistical methods in order to reach results

Search procedures:

First: Experimental design:

The experimental search design means "the structure and structure of the search plan through which you can find answers to search questions and adjust variables. Abbas and others, 2011: 185 The experimental design test is the first step for the researcher and should be implemented, and determining the type of experimental design depends on the nature of the subject and the sample conditions. (Khazraji, 2017: 180) And building¹ The researcher

theeded thee chose an experimental design with the partial control of the experimental and controlling groups and hiding Before and after me as shown in figure (1)

Group	Tribal test	Independent variable	Dependent variable	Ata Research
Experimental	Polemic thinking	Fair Survey Model	Collection + Dialectic Thinking	Collection test and polemic thinking scale
Officer		-----		

Form (1) experimental design for research

Second: The research community:

The current research community consists of the 15 middle and state day schools for boys of the General Directorate of Education of Diyala Province/ Baquba District Center for the 2018/19 academic year, which number 15 schools with 9 secondary schools and (6) preparatory schools.

Search sample:

The process of selecting the research sample is one of the most prominent steps of scientific research, as the sample must be accurately represented by the community, and the reason for resorting to the sample is the difficulty of covering all members of the community and the sample is defined as "a partial group of the research community and represented its elements best represented as the results of that sample can be circulated to the entire community (AbuAwad and others, 2012: 218)

Sample schools:

The researcher chose in a simple random way a school (Adnani preparatory school for girls) among the schools to be a sample of her research after she identified the research community chose the Adnania School for Girls using simple random clouds.

Sample of female students:

The sample of female students was selected in a random manner and the number of female students appointed by the research (65) students for the two groups was 33students for the experimental group which was represented by division A and (32) students for the control group represented by Division B. The students were excluded and the number of female students was They are (5) by (3) female students from the pilot (2) students from the control group and thus the final number of the search sample (60) female students by (30) students for the experimental group and (30) students for the control group as in table (2)

Table (2)

Number of female students from the experimental and controlled research groups before and after exclusion

Group	Division	Number of female students before exclusion	Number of female students failing	Number of female students after exclusion
Experimental	a	33	3	30

Officer	in	32	2	30
Total		65	5	60

Fourth: Equality of the two research groups:

The researcher made sure that the two research groups are statistically equal in a number of variables that she believes may affect the integrity of the experiment before it is initiated and these are the variables:

1. 1. Parental education
2. 2. Mother's study
3. Time life is calculated in months.
4. Measures of tribal dialectic thinking
5. IQ test scores

1- Search supplies:

Determining the scientific subject: The researchers specified the scientific material to be studied by female students (same research) which included the chapters (5th, 6th and 7th) of the book history of Modern Europe and America and contemporary to be taught to fifth-grade literary students

- 2- Formulating behavioral objectives: these are objectives that are characterized by a high degree of specialization and identification and are able to evaluate and measure and show the responses of students whether mental, emotional or motor and help the school in teaching daily as it enables it to evaluate female students i.e. it derives from the subject of study at the level of one class (Zidan and Shaker, 2017: 26) the researcher prepared behavioral goals according to bloom levels in the field of knowledge by (109) behavioral goals at the six levels and presented to a group of specialists, To see how valid and comprehensive the content of the course material
- 3- Preparing teaching plans: The teaching plan has an important role in the teaching process as it is a bound recording and interrelated steps of what the teacher wants to provide information to learn about in avoiding the random teacher and confusion in the teaching process (Mohammed and Majid, 1991: 237)

Research tool: (collection test and polemic thinking scale)

Collection test:

1- The goal of the test

The test aims to measure the achievement of female students from the two research groups (experimental and officer) in the curriculum of the Book of History of Modern Europe and America and contemporary to be taught to fifth-grade literary students for classes (5th, 6th and 7th)

2- Number of test paragraphs

It was agreed that (50) objective test paragraphs and (10) article paragraphs with short answers and that the objective tests are one of the most consistent and accurate collection tests in the sincerity of their provisions and their coverage of the curriculum and its abbreviation of time.

3- Correct the test:

In correcting the answers, the researcher relied on giving one score to the correct answer and giving a smallness to the wrong answer, and treated the paragraphs left unanswered, as well as which include two answers, treating the wrong answer by giving it zero degrees, thus becoming the final score of hiding between a minimum of zero and a maximum of 50.

The measure of dialectic thinking:

He was known as "integrating two opposing points of view, when an individual engages in controversial thinking, he adopts his opinion and the opinion of the opposition together when solving a problem or issue or making a decision" (Abu Hattab, 2010: 113)

Scale goal: The dialectic thinking scale aims to measure the impact of the independent variable fair survey model in the development of variable dialectic thinking compared to the usual method and measure its impact on the development of dialectic thinking in the students of the research sample.

Believe the scale:

To ensure the validity of the scale was presented to a group of arbitrators to express their opinions on the appropriateness of the measure terms for each dimension of the measure and its suitability for the level of students, the arbitrators made some observations by deleting some unclear phrases and modifying the formulation of some phrases to suit the level of the students and the scale in its final form became a component of (20) paragraphs

Application of the experiment:

The researcher started applying the experiment at the beginning of the first course of the 2018/19 school year from Wednesday 10/10/2018 and ended on the 10th of January 2019

Statistical means:

The researcher used statistical methods from the statistical package (SPSS), including the t-test of two independent samples equal in number, square as 2, the difficulty factor for objective paragraphs, the strength factor of excellence for objective paragraphs, the initial effectiveness of the error, the Pearson correlation coefficient, and the Seberman-Brown equation.

View and interpret results:

The researcher's findings will be presented in the light of the procedures presented in chapter three and the interpretation of the results in light of the statistical differences of these procedures in accordance with the following steps:

The first hypothesis: A.J.D. has a statistically significant difference at the level of significance (0.05) between the average grades of female students in the experimental group studying the subject of the history of Modern Europe and America and contemporary according to the fair survey model and the average grades of female students of the control group who study the same subject in the normal way in the distance collection test

The researcher applied the distance collection test to the students of the research groups (experimental and officer) and after correcting the answers of the test and putting the grades to find out the achievement of fifth grade literary students in the subject of the history of Modern Europe and America and contemporary and processing grades statistically, the average score of the students of the experimental group (42.10) degree Standard deviation (12.92 degrees) and a variation of (166.93 degrees), while the average score of the control group (30.36) degrees and a standard deviation (9.14) degrees and a varying amount of E (83.54) degrees and when using the T test of two independent samples that are not equal in number (T-test) it is found that the T-calculating value" (4.05) is greater than the scheduled value (2) at the indicative level (0.05) And to a degree of freedom (58) i.e. the result is statistically indicative in favor of the experimental group who studied according to the model of fair survey on the students of the control group who studied according to the usual method and thus the researcher rejects the first hypothesis and accepts the alternative hypothesis and there is a difference with Statistical indication at the level of indication (0.05) between the average grades of female students in the experimental group studying the subject of the curriculum of the history of Modern Europe and America and contemporary ali according to the model of fair survey and the average grades of female students of the control group who study the same subject in the usual way in the distance collection test.

Shape (2)

Arithmetic average, standard deviation, variation and T value (cronyism and scheduling) of the grades of the students of the research groups (experimental and controlled) in the distance collection test

Group	Number	Arithmetic average	Standard deviation	Contrast	Degree of freedom	T value		Indication level (0.05)
						Calculated	Scheduling	
Experimental	30	42,10	12,92	25,50	58	4,05	2	Function statistically
Officer	30	30,36	9,14	7,47				

The second hypothesis: For a statistically significant difference at the level of significance (0.05) between the average grades of female students in the experimental group studying the subject of the history of Modern Europe and America and contemporary ali according to the model of fair survey and the average grades of female students of the control group who study the same subject according to the usual method in the measure of controversial thinking dimension

The researcher applied the measure of dialectic thinking dimension to the students of the research groups (experimental and officer) and after correcting the answers of the test and putting grades to see the extent to which the development of the dialectic thinking of fifth grade literary students in the subject of the history of Europe and Modern and Contemporary America and the treatment of grades statistically, reached the average score of the students of the group Experimental(79.13)degree and standard deviation)12.71(degree and varying by (161.54degrees), while the average score of the control group (60.36)degrees and a break A standard(18.55degrees) and a variation of(344.10)degrees and when using theT-test of two independent samples that are not equal in number (T-test)it is found that the calculated T value(4.57)isgreater From the scheduling value (2) at the level of indication (0.05) and to the degree of freedom (58), i.e. the result is statistically indicative in favor of the experimental group who studied according to the model of fair survey on the students of the control group who studied according to the usual method of the scale The controversial thinking of the dimension and thus accept the alternative hypothesis there is a statistically significant difference at the level of significance (0.05) between the average grades of the students of the experimental group who study the subject of the subject of the subject of the subject of modern and contemporary American history according to the model of fair survey and the average grades of female students of the control group who study the same subject in the test of dialectic thinking in the usual way.

Shape (3)

Arithmetic average, standard deviation, variation and T value (cronyism and scheduling) of the grades of the students of the research groups (experimental and controlled) in the dimension dialectic thinking test

Group	Numb er	Arithmet ic average	Standar d deviati on	Contra st	Drege e of freedo m	T value		Indicatio n level (0.05)
						Calculat ed	Scheduli ng	
Experimen tal	30	79,13	12,71	161,54	58	4,57	2	Function statistical ly
Officer	30	60,36	18,55	344,10				

Hypothesis 3: There is no statistically significant difference at the level of significance (0.05) between the average grades of female students in the experimental group studying the subject of the history of Modern Europe and America and contemporary ali according to the model of fair survey in the tribal and remote applications of the measure of controversial thinking

In order to validate the third hypothesis, the researcher applied theT-testtotwo interconnected samples, showing that the average differences between the grades of the experimental group students studying the modern and contemporary history of Europe and America curriculum according to the fair survey model in the tribal and remote applications of the controversial thinking test Reached(60.80)degrees and standard deviation(14.06)degree and degree freedom (29) as the calculated T value(23.69)is greater than the scheduling of (2) mm It indicates that there

are statistically significant differences at the level of indication (0.05) in favor of the remote test and thus the researcher rejects the third hypothesis and accepts the alternative hypothesis: "There is a statistically significant difference at the level of significance (0.05) between the average grades of the students of the experimental group who study the subject of the history of modern and contemporary Europe and America according to the model of fair survey in the tribal and remote applications of the scale of controversial thinking as in table (4)

Shape (4)

The difference between tribal test scores and the distance test scores of the experimental group's dialectic thinking scale

Group	Number of sample members	Arithmetic average For the teams.	Standard deviation of difference	Degree of freedom	T value		Indication level (0.05)
					Calculated	Scheduling	
Experimental	30	60,80	14,06	29	23,69	2	Function statistically

Hypothesis4: There is no statistically significant difference at the level of significance (0.05) between the average grades of female students of the control group studying the subject of the history of Modern Europe and America and contemporary in accordance with the usual method in the tribal and remote application of the measure of dialectic thinking.

In order to verify the validity of the fourth hypothesis, the researcher applied the T-test to two interconnected samples, showing that the average differences between the grades of female students of the control group studying the curriculum of the subject of the history of Modern Europe and America and contemporary according to the usual method in the tribal and remote applications to test the thinking of controversy Reached (43.10) degrees and standard deviation (17.56 degrees) and degree freedom (29) as the calculated T value (13.84) is greater than the scheduling of (2) than the hand For example, there are statistically significant differences at the level of indication (0.05) in favor of the remote test, thus rejecting the fourth hypothesis and accepting the alternative hypothesis: "There is a statistically significant difference at the level of significance (0.05) between the average grades of female students of the control group who study the subject of the history of modern and contemporary Europe and America according to the usual method in the tribal and remote applications of the measure of controversial thinking as in table (5)

Shape (5)

Arithmetic average, standard deviation and calculated and scheduled T-value of the grades of the students of the control group in the test of tribal and remote dialectic thinking

Group	Number	Arithmetic	Standard	Degree	T value	Indication
-------	--------	------------	----------	--------	---------	------------

	of sample members	average For the teams.	deviation of difference	of freedom	Calculated	Scheduling	level (0.05)
Officer	30	43,10	17,56	29	13,84	2	Function statistically

Interpret search results:

By presenting the results of the research that led to the rejection of the zero hypothesis, this means that the students of the experimental group who studied the subject of the history of Modern and Contemporary Europe and America and the model of fair survey in the collection test and the test of controversial thinking on the students of the control group who studied the same subject in the usual way can be explained as follows:

- 1- Teaching according to the fair survey model facilitated the process of accommodating students of the experimental group of the curriculum through the various activities and tasks provided to them.
- 2- The fair survey model took into account the individual differences between the students of the experimental group of abilities, skills and knowledge through the various activities and tasks provided by the school to them, which increased active participation and interaction within the classroom actively

Conclusions, recommendations and proposals

First: Conclusions:

In light of the results of the current research, the researcher has reached a set of conclusions, the most important of which are:

- 1- Appropriate fair survey model to teach the curriculum of the history of Europe and America modern and contemporary for students in the fifth grade literary
- 2- Following the model of fair and positive survey in increasing the achievement of fifth grade literary students in the curriculum of the history of Modern Europe and America more than the usual way

Recommendations included in the current research:

- 1- Emphasizing the use of the fair survey model in teaching the curriculum of the history of Modern and Contemporary Europe and America because of its importance in increasing attainment and developing controversial thinking
- 2- Acquiring psycho-motor skills requires training and practice, and this in a course requires history teachers to use learner-centred methods, strategies and models.

Proposals included in the current research:

- 1- Conduct a similar study to identify the aftermath of the fair survey model in other curricula and other stages of study
- 2- Conducting a comparative study between fair survey models and other models

Sources:

- 1- Ibn Khaldun, Wali al-Din Abdul Rahman bin Mohammed (2004): Introduction by Ibn Khaldun, I1, Dar al-Malhi, Damascus, Syria
- 2- Abu Diya Adnan Ahmed(2011): Contemporary Methods of Teaching Social Studies, I2, Osama Publishing and Distribution House, Amman, Jordan
- 3- Abu Diya, Adnan Ahmed(2011): Contemporary Methods of Teaching SocialIsm, I2, Da R Osama Publishing and Distribution, Amman Jordan
- 4- Abu Awad and others, (2012): Introduction to research curricula in education and psychology, i4, Al-Serrah Publishing and Distribution House, Amman, Jordan
- 5- Abu Hatab, Fouad, Sadiq, Amal(2010): Research curricula and methodsof statistical analysis in educational, psychological and socialsciences, Langlwa Egyptian Library, Cairo
- 6- Ahmed Ali Abdel Meguid (2010): Educational achievement and its relationship to Islamic educational values, i1, Hassan Al-Hadith Library of Printing and Publishing, Beirut
- 7- Ahmed, Naima Hassan and Sahar Mohammed Abdul Karim(2001): Following the teaching ofthe model of fair survey in the development of the awarenessof critical thinking and towards some environmental issues to befollowed by the second grade, The Egyptian Society for Scientific Education, The Fifth Scientific Conference Ain Al-Shams University, Volume 2
- 8- Aiken, Lewis(2007): Tests and exams, translation of Faraj al-Sarraj, 3000 Abican Library of Publishing and Distribution, Riyadh, Saudi Arabia
- 9- Ayoub, Aladdin Abdul Majid (2012): Followingthe acquisition of wisdom, students of King Faisal University in Saudi Arabia,King Faisal University Magazine, Issue 24
- 10- Babin Huda Mohammed Hussein (2006) The effectiveness of the fair survey model in developing understanding of some issues of biotechnology innovations, critical thinking and values among students of the third division (majoring biology, Mecca, unpublished doctoral thesis, Faculty of Education for Girls in Mecca)
- 11- Groan Fathi Abdul Rahman (1999): Thinking Education (Concepts and Applications) University Book Publishing and Distribution House, Al Ain, AmaraT United Arab Emirates
- 12- Republic of Iraq (2012): Ministry of Education, Preparatory Curriculum
- 13- Al-Jumaily, Ismail Ali Hassan (2010): The effectiveness of a proposed educational program to develop classroom teaching skills among students in the history department of the Faculty of Education, unpublished doctoral thesis, Ibn Rushd Faculty of Education, University of Baghdad
- 14- Al-Hadath, Abdel Moneim (1991): Tahli Psychological Collection, Madbouli Library, Cairo, Egypt.
- 15- Hamid, Salma Majid and Mohammed Adnan Mohammed (2018): Thinking skills between theory and practice (historical thinking model), Baghdad, Iraq
- 16- The Trick Mohammed Mahmoud(2003):Designing education theory and practice, i2, d-march for publishing and distribution, Amman, Jordan
- 17- Khazraji, Haidar Khazal Nazzal (2017): Applied studies in the teaching methods of history,i1, Jafar al-Assami for printing and artistic binding, Baghdad
- 18- Zayer, Saad, Sky TurkJ inside (2012) Active Learning, Concept, Strategies and Evaluation of Learning Outcomes, New University House, Alexandria, Cairo
- 19- Zidan, Abdul Razzaq Abdullah and Anwar Farouk Shaker (2017): Recent trends in the teaching of history, i1,centralprinting press, Diyala University, Iraq

- 20- Al-Sakhawi, Mohammed bin Abdul Rahman bin Mohammed Shamseddine (1986): Declaration of reprimand to those who have vilified the people of history, translated by Saleh Mohammed Ali, I1, Al-Resala Publishing and Distribution Foundation, Beirut, Lebanon
- 21- Al-Sukran, Mohammed Ahmed (2000): Teaching Methods of Social Studies, I2, Al Shorouk Publishing and Distribution House, Amman
- 22- Al-Shami, Alaa Ahmed (2012): The effectiveness of teaching with high-level thinking skills in the education of biology, the adequacy of cognitive representation and the development of critical thinking among fourth-grade scientific students (unpublished doctoral thesis, Ibn al-Haytham Faculty of Education, Baghdad University, Baghdad)
- 23- Sabri, Maher(2002) Arabic Encyclopedia of Education Terminology and Education Technology, I1, Al-Rashid Publishing and Distribution Library, Riyadh
- 24- Abbas, Mohammed Khalil, and others (2011): Introduction to research curricula in education and psychology, i3, Al-Serrah Publishing, Distribution and Printing House, Jordan
- 25- Azzawi, Mohammed Adnan (2012): Evaluation of the performance of history teachers for the preparatory level in light of the skills of historical interpretation, Diyala University, Faculty of Education for the Humanities, unpublished master's thesis
- 26- Attia, Mohsen Ali, (2008) A:Modern Curricula and Teaching Methods Curriculum Publishing and Distribution House, Amman, Jordan
- 27- Allam, Salaheddine Mahmoud (2000): Measurement and educational and psychological calendar of its basics, applications and contemporary guidance, Arab Thought Publishing and Distribution House, Cairo, Egypt
- 28- Alloush, Mohammed Salim Mohammed(2018): Difficulties in using modern teaching strategies and models from the point of view of high school history teachers, unpublished master's thesis, Faculty of Education, Mustansiriyah University
- 29- Al-Futlawi, Suhaila Mohsen Kazim(2003): Teaching Efficiency, i1, ArdN
- 30- Al-Futlawi, Suhaila Mohsen Kazim (2005): Curriculum and Active Teaching, Dar Al Shorouk, Amman, Jordan
- 31- Al-Futlawi,Suhaila Mohsen Kazem (2013): Entrance to Teaching, Al Shorouk Publishing and Distribution House Amman, Jordan
- 32- Al-Fench, AhDr. Ali (1992): Investigative education, theoretical origins and practical applications, i2, National Authority for The Scientific Research, Tripoli
- 33- Qatami, Youssef Mahmoud, and others (2008): Designing teaching, i1,d-thought Amman, Jordan
- 34- Qatit Ghassan Yusuf(2011): Survey, i1, W.A. Publishing and Distribution House Amman
- 35- Mahmoud, Salaheddine Arafa (2006): Learning its foundations, theories and applications, University Knowledge House for Medicine, Publishing and Distribution
- 36- Al-Makdami, Yasser Mahmoud (2020): Measurement and Educational Calendar, Janadriyah Publishing, Distribution and Printing House, Amman, Jordan
- 37- Wafa, Lina Mohammed (2009): Science Teaching Methods (Theory and Practice), I1, Arab Society Publishing and Distribution Office, Amman Jordan

Sources in English

- 38- Evans, J, Oven, D. E, &Manktelow, K. (1993). Reasoning decision making and rationality. Cognition

- 39- Jarvin, L&Grigorenko, E, L. (2009): Thinking for wisdom, intelligence creative, and success. Thousand oaks CA: Corwin
- 40- Joey & Weil.M(2003): Models of Teaching.5th ED. New3-
- 41- Paul, R, W. (1993). Dialogical and dialectical thinking, in Critical thinking: How to prepare students for a rapidly changing world Santa Rosa, foundation for Critical thinking