

The Impact of Teaching the Creative writing and the effect of concepts strategy on the achievement by focus Strategy to Develop

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ABSTRACT

The research aims to identify the effect of the concepts strategy on the achievement of fifth primary pupils in the science subject, and to verify the goal the researcher put the zero hypothesis which states: There is no statistically significant difference at the level of significance (0.05) between the average scores of students of the experimental group who will study according to the Cartoon concepts strate gyand the average score for students of the control group who will study according to the usual method of testing the achievement of the science subject, and in order to verify it applied his experience in the second half of the academic year (2019-2020), as the research sample consisted of (70) students from the fifth elementary grade students F. In the school of the imams for boys, and they were randomly distributed into two groups with (35) pupils in each group, and the two groups were rewarded in the following variables: chronological age, IQ test scores, half-year degree for the science subject, and in light of the relative importance of the content and behavioral purposes, was built Achievement test consisting of (40) paragraphs of a multiple choice type, and the researcher has verified the characteristics of the psychometric test of the test, the experiment continued (8) weeks, and at the end of the experiment the achievement test was applied to the two groups, after that the results were analyzed and showed the superiority of the experimental group students Those who studied according to the strategy of cartoon concepts on the control group who have studied in the usual way in the academic achievement variable.

Keywords: *Teaching the Creative writing, Achievement, Science*

Introduction:

The educational process faces several pressures and challenges represented in the knowledge explosion, the information and communication revolution, the technical revolution and the consequent speed of knowledge transfer, such factors and variables put pressure on educational and educational institutions towards more effectiveness, development and renewal to cope with these changes, and accordingly it has become an obligation on institutions and systems Educational development to improve its services to keep pace with the times and invest human resources. In view of the scientific and technological development, the responsibility of education has become great, which is the preparation of human cadres capable of keeping pace with this accelerated scientific and technological progress in all areas of life, and this is achieved through working to develop the experiences of individuals, adjusting them, refining their talents, raising their motivation, showing their energies and enriching their ideas, as it aims to Preparing individuals in a comprehensive, integrated and parallel manner in all spiritual, mental, physical and social aspects so that one side does not overwhelm another and be useful members of their society. Therefore, the purpose pursued by educational institutions and systems has changed, so it is no longer simple and acceptable educational outcomes and outcomes, but positive outputs that indicate a comprehensive and integrated growth in various aspects of knowledge, mental, psychological, and social of the student, and the implications of the curriculum have expanded and represents all the experiences that students acquire with the guidance From the school and its supervision, both inside and outside it, there are those who describe educational

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experiences, and some describe patterns of thinking and epistemic communication, as it is the means through which the curriculum elements are unified, as communication is not limited to specialized knowledge but rather exceeds it To social problems and work to solve them

The sources of knowledge and science available to learners are diverse and many that can be accessed in easy and attractive ways without relying on the teacher, so the role of the teacher is no longer limited to communicating information only, but has become responsible for building the personality of the learner, researcher, thinker, critic and independent who can access information, analyze and employ it in building it Cognitive.

Based on the foregoing, the teaching methods were and are still of special importance for the classroom teaching process. Therefore, the educators focused on the largest part of their research efforts throughout the past century on the different teaching methods and their benefits in achieving desirable educational outcomes in the different educational stages, which led to this attention in ways Teaching to the spread of the saying: A successful teacher is only a successful method, and those involved in training teachers have trained their students to use different teaching methods that achieve teaching goals easily and successfully, as learning is an essential component of education and the primary driver in the development of incubation Data and the focus of measuring the evolution of societies and Nmeha.az the communities, according to the proportion of the educated.

Teaching from a modern viewpoint is not a process of transmitting information, but it is a planned activity that aims to achieve desirable educational outcomes for students, and this means that the role of the teacher according to this modern view of the teaching process will not be limited to throwing information, just as students will not be limited in their role accordingly to memorizing that Information in preparation for collection, and this comes in line with the fact that the student is the target and the beneficiary of the educational process and therefore he must participate actively to achieve this benefit.

The teaching profession is one of the great professions that not everyone can do, and everyone who practiced it cannot fulfill its right. This profession suffices with honor, as it is the profession of prophets and messengers, and it is also the profession of all scholars working in charge of religion.

Therefore, the belonging to it, whether it is a teacher, director, educational supervisor, curriculum developer or planner has a responsibility to carry the teaching trust, in order to achieve its lofty goals, the most important of which is the preparation of the good responsible citizen in his community, who preserves his gains and capabilities, and is able to face various challenges.

To perform this profession requires a teacher with many characteristics that qualify him to achieve the lofty goals of the educational process.

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Science education aims to provide students with positive knowledge and directions about the environment in which they live, not to mention honesty and trustworthiness in reaching answers to some natural phenomena. Their participation in implementing experiments helps them in identifying the various aspects of the issues they are exposed to in their public life.

Whatever the strategy followed by the teacher in classroom teaching, the demands of modern education that are concerned with the student and the development of his inclinations, abilities, and preparations should be fulfilled and his promise is the focus of the educational process, and provide educational opportunities that take into account individual differences between students that in order for the teacher to be able to communicate his message easily to students, it must Be familiar with the important aspects of learning psychology and associated with how and the conditions in which students learn, and accordingly the teacher's understanding of these aspects will make it easier for him to choose the appropriate, modern teaching strategy that enhances the learning process because it may be my sister The strategy of teaching is more difficult than the subject itself, and this interest in the teaching strategy has led to a widespread saying that a successful teacher is only a successful teaching strategy or method, and that selecting appropriate educational learning strategies and related methods and employing them as well as educational learning experiences used in their framework to help learners to Achieving the desired goals is a basic educational task that deals with the executive scientific aspect of the teacher's work

There are several strategies that can be followed in the classroom during teaching according to the basic foundations of construction, and these teaching strategies generally emphasize the active role of the learner during learning, and also emphasizes intellectual and actual participation in activities

Among the strategies emanating from the constructivist theory is the cartoony concepts strategy that was invented in 1991 as a method of learning and teaching, and they used the cartoony concepts strategy in their educational research and prepared them as an evaluation tool as well as for teaching, and then employing them in teaching, where their importance lies in understanding concepts by using images, graphics and writing, which is appropriate. It is very important for students in the basic stages of their studies, as many foreign studies have proven their effectiveness, due to their role in employing visual materials in different educational situations and clarifying the facts in a clearer way. You are mentally minded of what words do alone, as well as extracting meanings from optics is easier than extracting them from verbal and written language, so cartoon strategy concepts are also visual educational materials. Where the cartoon concepts strategy is one of the types of educational visual materials that make students participate effectively in the educational process, and also makes the learning outcomes meaningful, in addition to being a new strategy in teaching, learning and evaluation in the field Science in general.

What distinguishes education using visual materials is that it engages more than one sense in education. Recent studies have shown that the amount of what a person can absorb through vision is (40%), as well as the percentage of students (retaining) knowledge and mastery of higher thinking skills and adopting larger positive and motivating trends. For future learning, in traditional learning it is specific, while this percentage is much higher in active learning that uses teaching strategies integrated with visual materials, as well as the percentage of information survival in active learning is much higher.

Contemporary educational trends emphasized the need to use the cartoon concepts strategy and called for their use in the process of teaching and learning, as they are one of the educational models and strategies that increase the motivation of students, and the fact that the cartoon concepts strategy in education processes is a kind of luxury due to its many benefits in simplifying and consolidating The information, for the purpose of using it not only to entertain, not to make students memorize, but to stimulate thought and develop creativity.

What the cartoon concept strategy does is to create a good discussion, pave the way for an educational struggle, inspire dialogue and encourage participation. It encourages students to compare and contrast to search for evidence and justify their reasons for their response to cartoon characters, and each student in the class is required to find an answer and participate in the educational dialogue, and all of these answers, whether true or false, are used as steps to reach a broader and more comprehensive understanding.

Research methodology and procedures:

It includes a presentation of the procedures that have been accomplished to achieve the goals of the research starting from the research methodology and experimental design and defining the research community and its sample, the equivalence of the two research groups (experimental and controlling), preparing research requirements and tools, procedures for applying the experiment and displaying the statistical methods used, and they will be presented as follows:

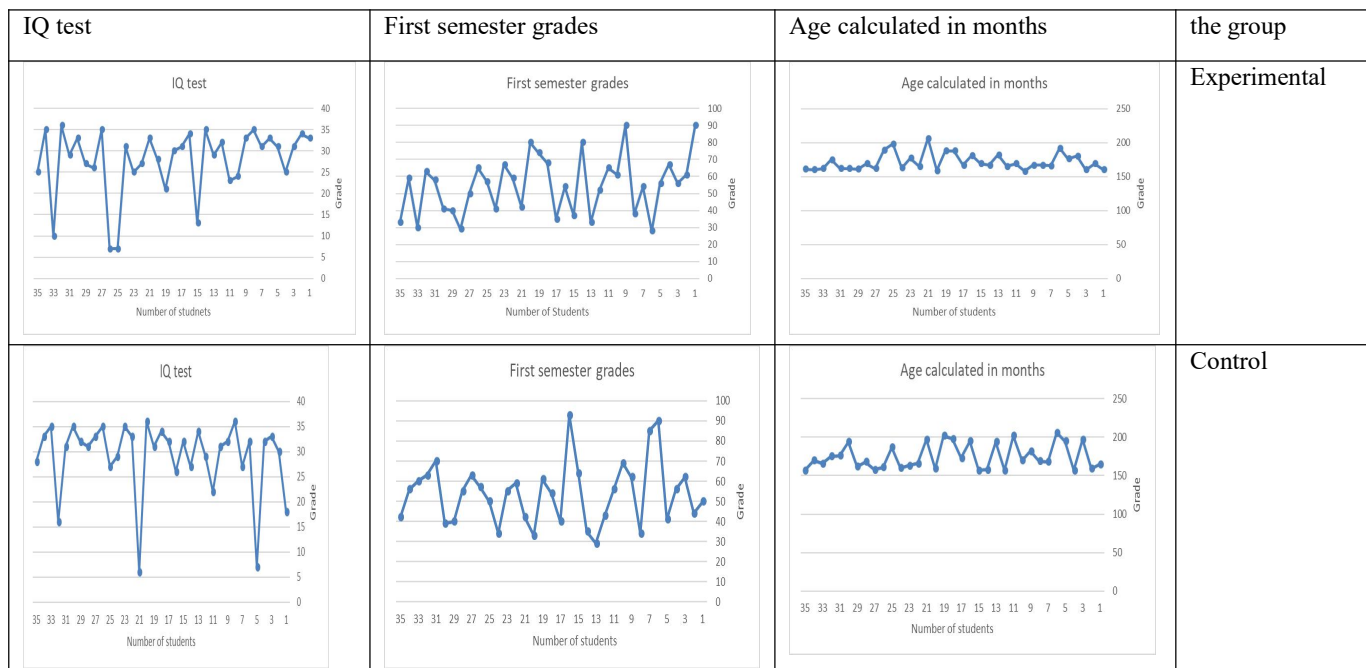
Research experimental design :It includes the independent variable (strategy concepts cartoony) and (the usual method), and a dependent variable (achievement), so the researcher used experimental design with partial adjustment of two equivalent groups, one experimental and the other control.

Research community and sample :The current research community represents all fifth graders of primary school, all in the government day schools (primary for boys) affiliated to the General Directorate of Education in Babil Governorate (the center) for the academic year (2019 - 2020 AD), in which the number of primary fifth graders is not less than two divisions, and the same research. The researcher chose (Imams School for Boys) in the Babylon Governorate Center intentionally to conduct his research, and he found that it includes four divisions for the fifth elementary grade (A, B, C, D). Experimental and the number of pupils (35) pupils, whose pupils will study according to cartoon concepts), the same way the researcher chose randomly Division (c) the group to represent the control and the number of pupils (35), which students will study their students according to (the usual way).

variable	the group	Sample size	SMA	standard deviation	Degree of freedom	T value		Level of significance
						Calculated	Tabulated	
Age calculated in months	Experimental	35	171.468	12.258		0.997		
	Control	35	174.943	16.451				

First semester grades	Experimental	35	54.657	16.916	68	0.198	2	Not functional
	Control	35	53.885	15.657				
IQ test	Experimental	35	27.771	7.814		0.758		
	Control	35	29.143	7.277				

The following figure shows the equivalence of the two research groups with the variables mentioned above:



Control of foreign variables:

Although the researcher verifies the equivalence of the two research groups in some of the variables that are believed to affect the course of the experiment, he tried to avoid the effect of some exotic variables in the course of the experiment and with some of these variables and how to control them: (Accidents accompanying the experiment: the experiment was not exposed in the research To any emergency or accident impeding its progress, experimental extinction: there was no interruption or transfer of any pupil throughout the experiment, selection of the sample: the two research groups were chosen intentionally and the equivalence of the two groups was confirmed, maturity factor: given that the experiment duration is unified between the two research groups As well as the approximate age of th Amiv in the two groups, so what happens growth will return to the members of the two groups at the same level, so it was not for this factor is the impact of the research, the impact of the experimental procedures: the work of the researcher to reduce the impact of the experimental procedures that could affect the dependent variable during the course of the experiment.)

Preparation of research requirements :The research requirements are among the basic issues upon which the research is based, and according to which the research procedures are implemented. These requirements are: (Scientific subject (content): The scientific subject that the researcher teaches to the students of the two research groups is determined during the period of conducting the experiment (the second semester) of The academic year (2019 - 2020), the scientific subject included the study of renewable energy, as the researcher prepared 16 plans for the experimental group that is taught according to (cartoonish concepts strategy) and the same for the control group that is taught according to (the usual way.)

The tools and methods used in studying the study of renewable energy according to the strategy of cartoon concepts

Search tool :Steps have been prepared for the research tool (achievement test) represented by the following:

Determining the purpose of the achievement test :The goal of the achievement test is to measure the achievement of fifth-grade primary students (information, skills, and experience) in the science subject in the study of human body systems

Determine test objectives: After that the purpose of the achievement test has been determined, the test objectives are determined to know their achievement and the researcher has formulated a number of behavioral goals.

Define test items: The researcher determined the number of paragraphs that make up the achievement test, as the number of test items reached (40 items).

Take out the test paragraphs :The achievement test paragraphs were formulated in their preliminary form in light of what was included in the test map, and the researcher chose the type of test (multiple choice), which is one of the best objective tests. The test consisted of (40) test items, distributed on the levels of cognitive knowledge (knowledge, understanding, application, Analysis, synthesis, calendar), and on the five topics of the science book (friction, / electrical and magnetic, / seas and oceans, / renewable energy, / Earth origin and geological processes.)

Test instructions :Instructions and directions for how to answer are formulated (choosing one correct alternative for the paragraph, answering all paragraphs, time for the answer, writing the triple name, class and division in the space provided).

Correct test answers: After the paragraphs of the test were formulated and the choice of the type of test was formulated, a criterion was set for correcting the answers, as it set (one score for each valid test paragraph) and (zero for the wrong answer, and the left paragraph that the student did not answer, the paragraph for which he has more than one choice) and thus the degree The final high for the achievement test is (40 degrees) and the lower score (zero).

Validity of the test :The apparent sincerity of the test was confirmed and the content is authenticated, as the results showed that the apparent honesty got an agreement rate (80%) by the arbitrators and the specialists, whereas the content honesty, the results showed that all the passages of the achievement test are statistically significant, so the achievement test is honest in measuring the extent of Understanding and understanding the fifth elementary grade students in science.

Exploratory application for achievement test: Including the following

- **The first survey application**Achievement test was applied in its first exploratory stage to a group of fifth-grade primary students without the research sample, and the number of students was (40) pupils, the purpose of which is to know the clarity of test instructions and instructions and the extent of understanding and clarity of the test items for students and calculating the time required for the test as the researcher By recording the exit time for each student, and by calculating the mean for the time, it was found that the time needed to answer all the test items is (43) minutes.
- **The second exploratory application :**The test was applied to a sample of (100) students in the fifth grade of primary school without the research sample, and its purpose is to analyze the achievement test statistically, which is the difficulty of the paragraph, paragraph recognition, and the effectiveness of wrong alternatives.
- **Statistical analysis of achievement test items :**The achievement test items were analyzed as follows:
- **Difficulty of the paragraph :**By performing the statistical analysis of the achievement test items, he found that the difficulty factor of his items ranged from (0.36 - 0.69). Thus, the achievement test items are all good and their difficulty is appropriate.
- **Paragraph highlight :**One of the important qualities that should be provided in the test items is the distinguishing feature, which means the possibility of items or paragraphs to reveal the individual differences of students. The test items are valid, as the criteria for distinguishing the items is (20,0) and above, and the value of the discrimination factor for achievement test items ranges between 0.37 0.70), thus the achievement test items are considered to be a good and appropriate discrimination coefficient.
- **Effectiveness of wrong alternatives :**The researcher performed a statistical analysis (for the highest 27% score and the lowest 27%) degree to find the effectiveness of the wrong alternatives ranging between (-0.11 - 0.33-) and it became clear from that that the alternatives to the achievement test items are all effective and thus all of them are considered appropriate.
- ❖ **Test stability:** The coefficient of the test stability depends on the relationship between each paragraph to another or between all the test items, and this is evident through the stability of its scores and the consistency of its paragraphs. A clear meaning must be honest and steady at the same time. Consistency indicates the

conformity of the test scores when it is repeated again, that is, it indicates the balance and stability of the students' grades in the test.

❖ **Methods of finding test stability:**

- **Halftone splitting method :** This method is one of the most used methods, due to the fact that it avoids the disadvantages of some other methods. In order to obtain two equivalent images from the test, the researcher divided the test paragraphs into single and even paragraphs, and chose the answers of the students of the exploratory sample of (100) answers, and extracted the Pearson correlation coefficient between the degrees of The odd and even paragraphs are obtained, the coefficient of stability and its value (0.86) is obtained, and since the coefficient of the half-fragmentation stability of the test does not measure the total homogeneity of the test (because it is only half-stable), therefore, the correction was made using the Spearman Brown factor, as it reached (0.92), which is the coefficient of G D from the point of view of the specialists.
- **Coder-Richardson Method 20:** The Coder-Richardson equation was applied according to the pupils' grades. The researcher found that the value of the test stability is (0.82), and thus it is considered a good and suitable value, so the test is considered constant.
- **Search tool application:** The experimental and control research groups were notified of the date of applying the achievement test a week before it was conducted and it was applied after the completion of teaching the specific subject for the two research groups at one time, and the researcher supervised the process of applying the test.

Statistical means : The researcher used the T-Test equation for two independent samples to conduct parity between the experimental and control groups, and the Pearson correlation equation, as the researcher used the equation to correct the correlation coefficient between the two test parts (the degrees of individual and even paragraphs) after being extracted by the Pearson correlation coefficient, and the statistical bag spss, And the Excel program (Excel) After that, an achievement test was prepared for both groups after the end of the educational subject that the researcher taught, as the results showed that the experimental group outperformed the control group according to the following schedule:

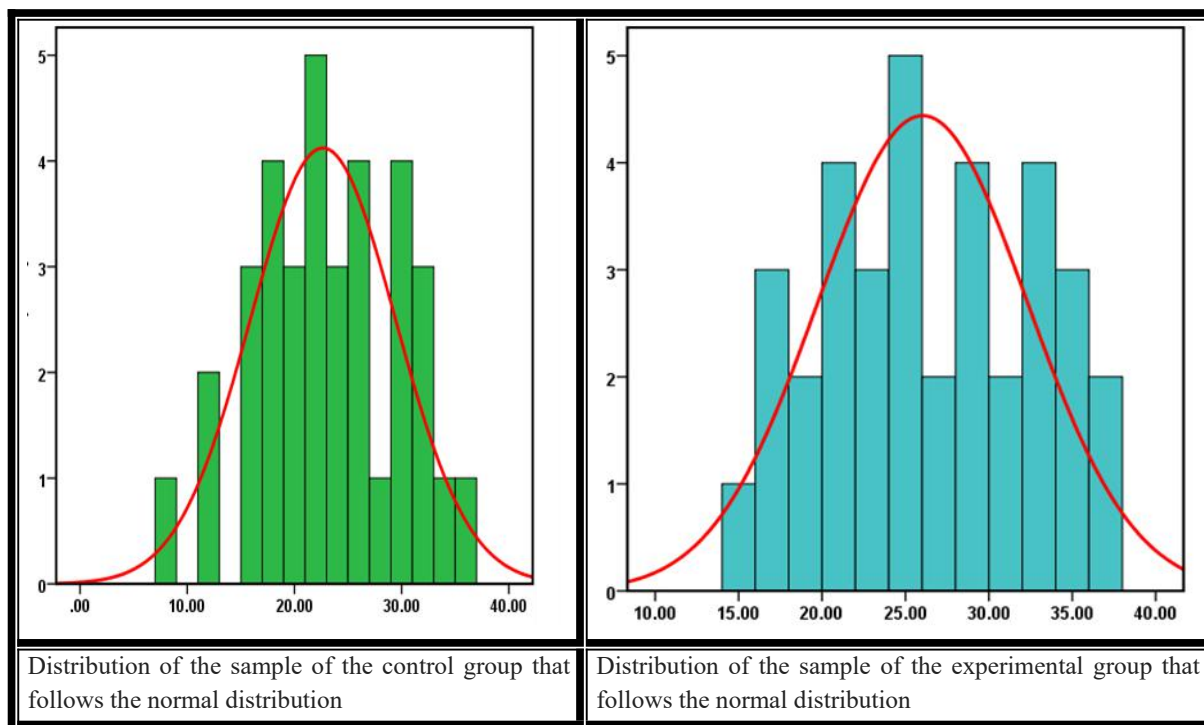
Statistics The group	Sample size	SMA	standard deviation	Degree of freedom	T value		Level of significance
					Calculated	Tabulated	
Experimental	35	26.02	6.29	68	2.157	2	Not functional
Control	35	22.65	6.77				

It is noted from the previous table that the experimental group outperforms the control group in the achievement test, so there is a statistically significant difference at the level of significance between the average scores of students of the experimental group who are studying science subject according to the strategy of cartoon concepts and the average scores of students of the control group who study the same material in the usual way in Achievement in favor of the experimental group, and the following figure shows that:

This is consistent with previous studies that confirmed the superiority of the experimental group that was studied according to the strategy of cartoon concepts on the control group that was studied according to the usual method. The researcher also used the Kilmegrove Smirnov test for natural distribution, which is one of the non-parametric tests of natural distribution, we judge it through the value of p if The probability p value was greater than the approved significance level, as this means that there is no difference between the function of the aggregate distribution of the sample and the theoretical distribution function of the equilibrium distribution, which means acceptance of the null hypothesis, that is, the equilibrium distribution is noticeable, we observe the probability p values greater R of the level of significance adopted by the researcher, which is (0.05) in the academic achievement variable of the experimental and control group, and therefore the members of both groups all follow the normal distribution in the two research variables, and this is what achieves the condition of using non-pedagogical statistics, including a t-test to analyze the variance and the following table shows that:

Students' grades for the final achievement test				
The group	Sample size	Highest grade	Less score	SMA
Experimental	35	37	15	26.02
Control	35	35	8	22.65

The following figure shows how the individuals in the two research samples follow the normal distribution from the above test:



1. From what was mentioned previously confirms the superiority of the students of the experimental group that was studied according to the strategy of cartoon concepts on the students of the control group who studied according to the usual way, and this shows us that teaching according to the strategy of cartoon concepts has had a positive impact in understanding information and scientific facts and the interpretation of mathematical laws through cooperating groups and what Students discuss it and this leads to raising their level of education and raising their level of achievement, in the light of the experience that the researcher carried out and the results obtained and the reasons that resulted from the research, the researcher reached the following conclusions:

.2The strategy of cartoon concepts has a positive effect in increasing the achievement of fifth-grade primary students in science, increasing their abilities to understand information, facts and knowledge and raising their academic level.

.3The cartoon concepts strategy has a role in making pupils a focus of the educational process through their active participation in the educational situation, which would increase their self-confidence and encourage them to persevere to raise their level of education.

In light of presenting the results, the researcher recommends the following:

- .1The researcher recommends the necessity of adopting a cartoonish strategy in teaching science for middle and high school.
- .2Providing teachers of science with procedural steps for the strategy of cartoon concepts in the light of which subjects are taught, as well as giving a video video of how to teach in accordance with the strategy of cartoon concepts, and the researcher provided the teacher of science at the school of the Imams School for Boys with the procedural steps through which teaching.

Financial disclosure

There is no financial disclosure.

Conflict of interest

None to declare.

Ethical Clearance

All experimental protocols were approved under the College of Basic Education and all experiments were carried out in accordance with approved guidelines.

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