"The effect of using social media programs to obtain history material Among literary fifth graders "Raed Kassad Azeez AL Yasir education of Karbala ,

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Summary:

This research aims to know: (The effect of using social networking programs to obtain history subject for literary fifth graders)

To achieve the research goal, the following zero hypothesis was developed:

(There is no statistically significant difference between the average score of the students of the experimental group who are studying history subject using social media programs and the average of the achievement levels of the control group who study in the traditional way).

The research was limited to students of the fifth literary class in the holy province of Karbala and teaching the subjects of the first three chapters of the book Modern and Contemporary History of Europe and America for the fifth literary class scheduled for teaching for the academic year 2019-2020 in Iraq.

The researchers prepared an objective test consisting of (25) paragraphs of multiple choice as a research tool after verifying their validity and reliability, and the researchers used a set of statistical means (Pearson correlation coefficient, Kay square, T-test, coefficient of difficulty, ease and distinction).

The research found that the experimental group that studied modern and contemporary history of Europe and America in social networking programs surpassed the control group who were studying in the traditional way.

Keywords: social media programs, history material Among literary fifth graders, Azeez AL Yasir education of Karbala

The researchers recommended several recommendations, including:

1-The necessity of educational institutions and educational supervision, especially the holy governorate of Karbala, to pay attention to social networking programs, and how to use them, after reviewing their results in the overall studies and literature, for their uncles to all schools, and urging their teaching staff to follow them.

2-The necessity of the Karbala Holy Education Directorate's concern to provide schools with technologies that help in achieving e-learning based on the use of electronic programs, including social networking programs.

Also, and they completed a research, **the researchers suggested several suggestions, including:**

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1- Conducting a study similar to the current study for applying social media programs and knowing its effect on other subjects.

2- Conducting a study similar to the current one to see the effect of using social media programs on othe

First -The problem of the search:

That the teaching of history subject in the preparatory stage remained dependent on the use of the traditional method that emphasizes theoretical aspects without students having an actual contribution to educational situations, the indoctrination on the part of the teacher, memorization and memorization on the part of students that led to poor academic achievement of students in this subject

  (Mukhtar, 1985: 32).

    To overcome the problems of teaching history, including poor achievement, there was an urgent need to use modern educational methods and programs that are compatible with the nature of the times. The e-learning represented by using computers and technological means in education was a fundamental change in traditional education systems because it created a new philosophy, goals and behavior in managing the educational process and in the nature of The roles assigned to each of its parties, especially in light of the open spaces, scientific progress, knowledge development, and the multiplicity and multiplicity of means of communication (Al-Mubarak, 4: 2004).

    It is no longer hidden from everyone the huge demand for social networks, and the social effects that they bring in. The effects of traditional media in shaping public opinion, values, morals, politics and economics are low in all countries of the contemporary world through the opportunities provided for their users to dialogue and exchange Profile information, opinions, ideas, problems, photo albums, chat rooms, etc .; Such as: (Twitter), (You Tube), (Facebook) and other networks that are characterized by their ability to provide a virtual interactive structure that captured the thinking, interest and sentiments of its users from all age groups, regardless of the geographical, religious, ethnic, sexual, political and economic differences .. (Al-Dabisi Chefs, 2013, 68--70).

The researchers believe that using social media programs is one of the proposed solutions to address the problem of poor student achievement in the subject of history. Through the researcher's practice of the teaching profession in the directorate of the holy education of Karbala and in particular the teaching of history, he noticed that social teachers, especially history teachers in our schools, are still They use the traditional method used in teaching that focuses on memorizing, memorizing, and retrieving information, and its aim is to prepare students for success in the quarterly and final exams, in addition to the fact that the educational technology in our schools is very few, and the existing ones are not compatible with the scientific development and technological progress in various aspects of life .

    Accordingly, the research problem crystallized in answering the following question: (Does the social communication program affect the achievement of literary fifth-grade students in the subject of history?)

Second - the importance of research:

    Education is one of the most important areas that countries care for; To achieve progress and development in various fields of political, economic, social, cultural and health life (Mazen, 2009: 5).

    Since the scientific and technological revolution led to an evolution in a person's life and aspects of his culture, which is reflected in education, education has had the greatest motivation behind that revolution and has to coexist with this revolution, and realizes that it is considered to be the children of the twenty-first century, and education today is more demanding than ever He went on to take advantage of modern technology and technologies introduced by science to get knowledge better and faster. (Al-Kriti, 2014: 49).r variables.

  With the advancement of science in various fields and the emergence of technology, it was necessary for societies to cope with this development, and thus multiplied, diversified, branched and expanded the requirements of daily life, and the

family alone became unable to raise children and meet their needs and meet their multiple desires, and the accumulated and prolific cultural heritage needs a mechanism to transfer it To future generations, it has become necessary to have another institution, namely the school, that helps the family raise the child, pass on the cultural heritage to it, help it adapt to the new life, and at the same time learn the traditions, customs, systems, values, and cultural behavior that its society is satisfied with (Hamadenah and Khaled, 2012 : 38).

And the school's job is no longer limited to preparing for the future life. Rather, education has become life in all its dimensions, as it required that the school become part of education. Thus, the function of education has changed from merely providing learners with knowledge and information to working to modify behavior according to the demands of learners 'growth, enrichment and verification. Their growth is in the right direction (Jubouri and Hamza, 2013: 27).

In order for education to achieve its goals, it must be based on curricula that contribute to bringing about the desired learning for the individual, so educators were keen to expand the concept of the curriculum; To be comprehensive and then nurture it with all the educational experiences that the school provides to learners inside and outside the classroom as long as it is under the guidance of the school and under its supervision in order to help them to achieve comprehensive growth in all respects, and to standardize their behavior according to the desired educational goals (Al-Jabouri and Hamza, 2013: 25).

The curriculum is closely related to teaching methods. Because the method of teaching is one of the important means of translating the objectives of the curriculum, and the method of teaching becomes an integral part of the curriculum in its broad and evolving sense rather than a means of conveying information to students. (The Agent, 2000: 24).

The teaching method is considered one of the factors of the success of the school curriculum or of its failure, as the teaching method followed by the teacher in implementing the curriculum will result in achieving the specified educational goals or not achieving them (Katut, 2009: 16).

Social materials are at the forefront of the curricula that help learners to understand themselves, and the society in which they live and its problems and ideals, they are those curricula that search in the human being in terms of a social being, and address how a person faces his problems related to his relationships with the natural environment in which he lives, and addresses the problems arising from People live in groups, and it studies how a person controls both his natural and social environment (Imran, 2012: 32).

Thus it can be said that social sciences are a group of knowledge that a person has gathered from his studies in history, geography, politics, economics, sociology and anthropology, and is concerned with studying the origin and history of man and the organizations and developments that occur in human society (Imran, 2012: 33).

History of science is one of the social subjects that aims to collect information about the past, verify, analyze and interpret it. It records the events of the past in its sequence and sequence, but it does not stop at the mere record of these events, but rather it attempts through the analysis process to highlight the interconnection between these events and clarify the relationship of causality between them, and that It explains the development in the lives of different nations, societies, and civilizations, and explains how this development occurred and why it happened (Al-Arrash, 2013: 33).

Academic achievement is of great importance in the educational process, as it is one of the most important educational outcomes that have received the attention of parents and teachers as one of the educational educational goals that seek to provide the individual with science and knowledge, and allow his personality to grow properly (Al-Jalali, 2011: 5).

Therefore, we see that the issue of improving the level of school achievement has received great attention from those interested in the curriculum and teaching, as they considered it an important element that helps to produce a scientifically armed citizen and a degree of efficiency and performance. Improving the level of achievement requires the adoption of teaching methods that contain the enjoyable discovery of learners, and the provision of activities for learners during the teaching process in the use of more than one method in the presentation of a single topic as each means works to support the teaching process. (Merhi and Muhammad, 2002: 167).

E-learning is of great importance in teaching social subjects in general; Because of the difficulty of this article among a large segment of learners in various stages of education, e-learning can contribute to limiting or eliminating it by providing content using multimedia and modern technological mechanisms from computers and the Internet using methods that focus on self-learning and arouse the learner's motivation and excitement (resourcefulness , 2009: 40).

It should be noted that the emergence of the Internet has contributed to the spread of the phenomenon of social communication, and the development of practices related to its networks called social media via the Internet based on applications that focus on building social networks or social relationships between people with common interests and activities. Social media or social media networks mainly depend on representation so that each user has a profile (), as well as multiple other services that allow users to exchange values, ideas, activities, events and interests within the framework of their personal networks. (Al-Dabisi and chefs, 2013: 68).

Therefore, methods and methods of teaching history should be reviewed and the introduction of modern electronic methods, strategies and pedagogical methods based on the nature of learners and their psychological and social needs; To be actively involved in the education process (Dorothy, 1989: 177)

Here it is worth noting that most of the students that educational institutions receive today are called (Mark Brinsky) digital citizens the y generation, who grew up in the digital environment and these means and technologies as well as social networks, and therefore we can only assume that their relationships with knowledge have also shifted (Bulent , 2011: 23)

From the above, **the importance of the current research is reflected in the following:** -

1- The importance of history as a necessary subject for students at any academic stage to get acquainted with the nation's past, present and future.

2 - The importance of the preparatory stage, as it is the middle rule upon which the educational system is built, due to the important and distinguished impact it has on the student. The more the base is stronger and stronger, the stronger and stronger the construction.

3- This study can arouse the interest of researchers to conduct more future studies to address the topic from other angles, as it may open new horizons for studying other variables related to social networking programs.

4- This study comes as an attempt to overcome the shortcomings in the use of the traditional method of teaching history and common in schools and keeping pace with modern educational trends in the use of advanced technological innovations in the educational process in a manner that may contribute to increasing its effectiveness.

5- Raising the interest of those concerned with teaching history subject to the importance of using social networking programs in teaching history history.

6-The novelty of the topic, as there is no study on the science of the researchers that applied the effect of social networking programs on the collection of history material for literary fifth-grade students in Iraq.

Third: research objective:

This research aims to know the effect of social media programs on the achievement of history subject for literary fifth graders.

Fourth: Research hypothesis:

To achieve the research goal, the researchers formulated the following zero hypothesis:

• There is no statistically significant difference at the level (0.05) between the average scores of students of the experimental group that were studied according to social networking programs and the average scores of students of the control group that were studied according to the traditional method of collecting history.

Fifth: Research limits:

1- Literary fifth graders in the day schools of the General Directorate of Education for the Holy City of Karbala.

2- The first semester of the academic year (2019-2020).

2- Topics for the first, second and third semester of the book ((History of Europe and Modern and Contemporary America)) to be taught to literary fifth graders in the Republic of Iraq - Ministry of Education, 2015 edition.

Sixth: Definition of terms :

1- **Impact:** He knew each of

 (Salem and Saraya 2003)

These multimedia educational messages reflecting the academic content and activities that are prepared, designed and produced as a computer program in the light of specific criteria and according to specific educational goals. (Salem and Saraya, 2003: 304)

(Ibrahim, 2009): ((The ability of the worker in question to achieve a positive result))   (Ibrahim, 2009: 30)

Procedural definition of impact:

((The amount of change that affects the dependent variable (academic achievement) as a result of using the independent variable (social networking programs) in order to obtain positive results in achievement among students of the fifth literary grade in the subject of history, Europe, modern and contemporary America.

2- **Social media programs**: known to each of

(Aswan, 2014)- Social media programs: a term given to a group of websites on the Internet that appeared with the second generation of the web or what is known as Web 2.0, which allows communication between individuals in a virtual community environment that brings them together according to interest groups or affiliation networks (country, university, school, company, etc.). .... etc.) This is all done through direct communication services such as sending messages, or viewing others' personal files and knowing their news and information that they make available for viewing (Al-Suwain, 2014, 653).

(Radi, 2003): Social media: A system of electronic networks that allow the subscriber to create their own sites, and then link it through a social electronic system with other members who have the same interests and priorities, or with university or secondary friends (Radi, 2003,: 23.)

Procedural definition for social media programs : It is the set of technologies available on the web that people use for purposes of communication and interaction. The researcher used them to teach the content of the first three chapters of the book of European and Modern History of America to produce an interactive educational environment so that its contents are movement, sound and image and are linked with each other to enhance each other to a degree that enables students The fifth literary grade from learning, understanding and understanding the history of modern and contemporary Europe and America.

3- **Achievement**: Known by each

(Allam, 2000): (The degree of acquisition achieved by the individual in a specific study subject or educational or teaching field) (Allam, 2000: 305)

(Al-Jalali, 2011) : ((The actual level of the individual's performance in the academic field resulting from the student's mental cognitive activity and is evidenced by his answers to a set of theoretical, practical, or oral achievement tests presented to him at the end of the school year or in the form of codified achievement tests)) (Al-Jalali, 2011: 52)

Procedural definition of collection: - The total information and facts obtained by students of the research sample measured in the post test which the researcher prepared for this purpose.

4- **History**: known to each of:

(Al-Amin, 1992): ((Science to study past civilizations and reveal the factors that have combined to shape contemporary civilizations)) (Al-Amin, 1992: 10)

(Khader, 2006) :Everything that has been said or done from the creation of creation to the present time tells the story of a person since he was born on the surface of this simple and represents the interaction between man, place and time (Khadr, 2006: 47).

Procedural definition of history: The information, facts, principles and concepts included in the first three chapters of the history book to be taught by the Ministry of Education for students of the fifth literary year for the year (2019-2020).

Theoretical Framework /Theoretical background and previous studies

First/ Education of learning:

The concept of e-learning :E-learning is one of the most important applications of communications technology in the field of education, as it is mainly based on what this technology provides in the form of computers and the Internet, which was a reason for its spread and development, as it uses all the multimedia including the international information network and its speed in The flow of information in various fields to facilitate the student's understanding and understanding of the scientific subject according to his abilities and at any time he wants (Muhammad Al-Atrozi, 2001: 65).

E-learning also has goals that must be achieved in order to benefit from it in the educational process in a large way, including providing an educational environment rich in resources that serve the educational process in all its axes, modeling education and presenting it in a standard image such as: optimal use of multimedia technologies and model question banks, and allows the deployment of technological innovations in All educational institutions and the preparation of a generation of teachers and learners are able to deal with modern technological innovations (May Al Dahash, 2007: 439).

The current era is characterized by tremendous progress in the fields of education technology and communications technology, which has imposed a number of challenges on the educational system in its various stages, which required with it the creation of many changes through the use of technological innovations and the investment of their capabilities in the service of the educational process. This is witnessing the educational community locally and globally, attention An increasing technology for e Educational reality and raising the level of educational outcomes, which carried the inevitability of changing what is going on in educational systems. (Duff, A 2004, 30))

Secondly, social media programs: The term given to a group of World Wide Web sites (World Wide WEB)

It allows communication between thousands of people in a virtual community environment, brought together by the interest or affiliation of a particular country, school or class in a global information transfer system.

Social networking service: It is an electronic service that allows users to create and organize personal files for them, and also allows them to communicate with others (Joan M. Reitz, 2012, p3.)

It is clear from the previous definition that social networks are distinguished from other sites in the World Wide Web with several advantages, **the most important of which are**:

1. The objective of social websites is to create an atmosphere of communication in a virtual, technical community

Bring together a group of people from different regions and countries on one different site

Their destinations, levels and colors agree with their technical language.

2. The meeting is based on unity of purpose, whether acquaintance, cooperation, or consultation, or merely for entertainment, forging new relationships, or curiosity and discovery.

3. The person in this community is an active member, that is, he sends, receives, reads, writes, participates, listens, and speaks, so his role here exceeds the negative role of listening and reading only, and the role of the site owner (administration) in these networks is the role of the watcher only, i.e. See, and try to direct the site to positive communication.

4. Contribute to the transfer of education from the stage of competition, to the stage of integration, by requiring all learners to participate in dialogue and gather information.

5. Make teaching and learning more enjoyable, energetic, and living around the clock.

6. Share the challenge, where the teacher can involve his students in the implementation of projects related to the promotion of their educational institutions, in order to measure their talents and enrich their abilities, and the extent of their self-confidence.

7. Introducing new methods, encouraging ideas, and enhancing the spirit of participation and communication among learners.

8. Enabling the teacher to set himself face hours, during which students can communicate with him, ask questions, and receive answers. (OlivierSerrat, 2012, p)

Types of social programs:

The programs are divided into several categories according to usage, and interest into three main types:

1. Personal networks: They are for specific personalities, individuals, and a group of friends, enabling them to get to know each other and make friends between them, such as (Face book).ducation, as well as information and communications technology with the aim of developin Cultural networks: they specialize in a specific art, and bring together those interested in a specific subject or science, such as (Library thing)
2. Professional networks: They are concerned with similar professions, to create an effective educational and training environment, such as (linked in).
3. It can also be divided according to services and method of communication into three types as well:
    1. Networks that allow written communication.
    2. Networks that provide voice communication.
    3. Networks that allow video communication.

   Today, social networks compete in providing more than one way to communicate, in order to meet the needs of all segments of the virtual community.

Social networking features:

Social networks are characterized by several advantages**, including the following**:

1. Global: where geographical and spatial barriers are removed, and international borders are broken, so the individual in the East can communicate with the individual in the West, in simplicity and ease.

2. Interactive: The individual has a future and a reader, he is a sender, writer and participant, so it negates the negativity and gives space for the active participation of viewers and readers.

3. Diversity and versatility: the student uses it to learn and the world to spread its knowledge and teach people, and the writer to communicate with readers and so on.

4. Ease of use: Social networks use letters, symbols and images that facilitate user interaction.

5. Economy and savings: in effort, time, and money in light of free subscription or registration, as a simple individual can own a space on the network for social communication, as it is not restricted to the owners of funds, or only to one group over another. (Abdul Jawad, 2011: 25)

Previous studies :

A (Scott and Ken Edwin study, 1999): (The effect of using social media on academic achievement and the learning experiences resulting from that use among a group of undergraduate students)

The problem of the study centered on answering the following main question: What is the effect of using social media on academic achievement, and the resulting learning experiences during your use among a group of university students? The study sample consisted of (31) masters students, and the sample was divided into a control group to which traditional learning methods were applied, and experimental ones, where it was used with its members to learn through the Internet. Among the most important results indicated by the study (Scott and Ken Edwin): There are statistically significant differences in academic achievement between the control and experimental groups, while the differences were clear between the two groups, with regard to students 'attitudes toward academic material, and learning experiences resulting from the use of the Internet, and those differences were in favor of students who relied on the Internet for the learning process

B- (The Study of Awad 2004): The effect of using the internet on the academic achievement of Naif Arab University for Security Sciences students. (The problem of the study was answering the main question

Next: What is the role of using the Internet in academic achievement for Naif Arab University for Security Sciences students? The study community included all masters and doctoral students in the first and second year in the College of Graduate Studies at Naif Arab University for Security Sciences, with different specializations and departments, and registered since the beginning of the year (2003-2004) until the preparation of this study and their number reached (370) students distributed as follows With regard to master's students, in the first and second academic year, they numbered (317) students, and for doctoral students in the first and second academic year, they numbered (53) students, and a comprehensive survey method was used for all masters and doctoral students at the College of Graduate Studies At Naif Arab University for Security Sciences, (370) questionnaires were distributed, (171) were retrieved, at a rate of 46% of the original community, and upon filling out the forms according to the number of times the internet was used, it was found that the total valid number of questionnaires was analyzed (145) With a percentage of (41.6) from the study community due to the presence of (171), a questionnaire that does not use the Internet in addition to a leak in the numbers of masters students in the first and second academic year, and used the Statistical Packages Program for Social Sciences (spss) from A The bulk of data processing. Among the most important findings of the study Al-Awad:

1. There are no statistically significant differences in the effect of using the Internet on academic achievement among Naif Arab University for Security Sciences students due to the age variable.

2. There are no statistically significant differences in the effect of using the Internet on academic achievement for students of Naif Arab University for Security Sciences due to the variable of the educational qualification.

Chapter third /Search procedures

First: research method

The researchers followed the experimental approach to know (the effect of social networking programs on the acquisition of history subject for fifth literary students) because it is the appropriate approach to the nature of the research and its purposes as well as it is one of the approaches used in educational and psychological research.

Second / experimental design:

The experimental design aims to identify the research groups and choose the appropriate statistical means (Mansi, 2000: 234). The choice of the experimental design is the first steps that the researcher should take when conducting a scientific experiment, as the integrity and validity of the design are the basic guarantee to reach sound and accurate results, and therefore it was adopted The two researchers experimental design with partial control, achievement test, and as shown in Figure (1).

Figure 1 experimental design

The Group	Independent variable	Dependent variable	Search tool
experimental	Social media programs	Achievement	Achievement test
Control	The usual way		

Figure / prepared by the two researchers

Third / The Research Society:

A - Research Society: The research community consists of day and secondary schools for boys in the General Directorate of Education for the Holy Governorate of Karbala, and there are (58) middle and secondary schools, and the number of second-year middle school students (1854) students.

B - The research sample: The sample is defined as being part of the indigenous community in which the study that the researchers choose to conduct their studies is conducted according to special rules in order to represent it properly (Dawood and Anwar Hussein, 1990: 66). To achieve the goal of the current research and implement its experimental design, the researchers selected the research groups from the fifth preparatory students according to the following procedures:

1- Schools Sample: The two researchers resorted to the General Directorate of Education in Karbala, Statistics Division with the aim of obtaining data on the names of middle and high schools for boys. In a simple random drawing method, the city of Al-Alam prep appeared.

2- Students' sample: After the school randomly determined that the experiment will be applied, the two middle school students visited the research sample for the academic year (2019 - 2020).

The researchers randomly selected one of the three divisions, Division B, whose number is 31 students, to represent the experimental group, and Division C chose the same method, whose number is 30 students, to represent the control group, and none of the tribal strategies were used with its students.

After excluding the students who failed (5) students, the final total of students (research sample) (56) studentsand table (1) clarifies this.

Table (1) represents students of the three research groups

number of students	Division	The Group
28	B	Experimental
28	C	Control
56		Total

Table / prepared by the two researchers

Fourth / equivalence of research groups:

The researchers were keen, before the start of the experiment, to statistically equal the three research groups in some variables that may affect the results of the experiment, and these variables are:

1- The students' chronological age, calculated in months
2- Academic achievement of the father.
3- The academic achievement of the mother.
4- History subject scores in the final exam for the fourth literary grade for the previous academic year.
5- IQ test scores.

1_ the student's chronological age is calculated in months:

The mean of the experimental group was (218.3) and the control group (217,78) and the calculated T value (0.44) is less than the tabular value of (2) at a degree of freedom (58), and this indicates that the two research groups are equal in age Time Line and Schedule 2)) shows that:

Table (2)
The mean and the calculated and calculated value for the ages of students of two research groups

Significance level	T value		Degree of freedom	Arithmetic mean	The number	The group
	Tabular	Calculated				
0.05	2	0,44	58	218,3	28	Experimental
				217,78	28	Control

Table / prepared by the two researchers

Final grade material scores for the fourth literary grade for the academic year 2018-2019:

The mean of the experimental group (81,214) and the control group (80,285) and the calculated T value (0,044) is less than the tabular of (2,022) at the degree of freedom (58) and this indicates that the two research groups are equivalent in the degrees of history, and table (3) It shows:

Table (3) mean, calculated and calculated value
For the degrees of history subject for the two research groups in the final exam for the fourth literary grade

Significance level	T value		Degree of freedom	Arithmetic mean	number	group
	Tabular	Calculated				
0.05	2,022	0,044	58	81,214	28	Experimental
				80,285	28	Control

Table / prepared by the two researchers

Father's academic achievement:

The academic achievement of parents was obtained by means of the information form and school card, where the level of achievement was divided into four categories.

Table (4) the value of Kay squared in the academic achievement of parents between the two research groups

Significance level	The value of kai squared		Degree of freedom	Number	Father's academic achievement				group
	Tabular	Calculated			College or above	High School	intermediate	Primary	
0.05	7,83	1.56	3	28	10	7	5	6	Experimental
				28	6	8	6	8	Control
				56	16	15	11	14	total

Table / prepared by the two researchers

Table (4) shows that a value such as any quadrature (1.56) is less than the tabular value (7,83) and this indicates that it is not statistically significant, which confirms that the two research groups are equivalent in this variable.

4_ Academic achievement of the mother:

Academic achievement of parents was obtained by means of the information form and school card, where the level of achievement was divided into four categories. To verify the parity of the two groups in this variable, use the Quai-squared test and Table (5) shows that:

Table (5)

The value of the square kai squared in the academic achievement of the mother between the two research groups

Significance level	The value of kai squared		Degree of freedom Primary	number	mother's academic achievement				group
	High School	intermediate			College or above	High School	intermediate	Primary	
0.05	7,82	0,516	3	28	8	8	7	5	Experimental
				28	10	6	7	5	Control
				56	18	14	14	10	total

Table / prepared by the two researchers

table (5) shows that a value such as any square (0,516) is less than the table value (7,82) and this indicates that it is not statistically significant, which confirms that the two research groups are equivalent in this variable.

5_ IQ test scores:

Before the experiment began, the researchers applied the intelligence test - Raven - the standardized test on the Iraqi environment to the students of the two research groups. The mean of the experimental group (31,857) and the control group (30,678), and the calculated T value (0,362), which is less than the tabular value of (2,021) at a degree Freedom (54) This indicates that the two research groups are equal in intelligence and table (6) shows that:

Table (6)

The mean and the calculated and calculated value of the test show intelligence

Significance level	T value		Degree of freedom	Arithmetic mean	number	group
	Tabular	Calculate				
0.05	2,021	0,362	54	31,857	28	Experimental
				30,678	28	Control

Table / prepared by the two researchers

Fifth / controlling exotic variables:

The process of controlling some variables in experimental studies and in educational and psychological research aims to remove any effect of any variable other than the independent variable, because the dependent variable is affected by many factors other than the experimental factor, and this means isolating the factors or other variables that may affect the behavior, and keeping it away from the experience. (Owais, 1997: 109)

In addition to the above mentioned statistical equivalence procedures between the two research groups, the two researchers tried to avoid the effect of some exotic variables that they affect this type of experimental designs, and here is a presentation of these exotic variables and how to control them:

A- Experimental extinction: During the course of the experiment, the experiment was not subjected to leaving, interrupting, or moving one of the students from one class to another or to and from school, except for some cases of individual absence that occurred in the two research groups in small proportions, and in a manner that is almost equal.

B - Conditions of the experiment and the accompanying accidents: Accompanying accidents mean the natural accidents that can occur during the application of the experiment such as disasters, floods, earthquakes, hurricanes, and other accidents such as wars, and other things that impede the course of the experiment. Its functioning affects the dependent variable next to the independent variables, so it can be said that the effect of this factor has been avoided.

C- Differences in sample selection: The two researchers tried - as far as possible - to avoid the effect of this variable in the research results by conducting statistical equivalence between the students of the two research groups in five variables whose interference with the independent variables could have an impact on the dependent variable,

D- The Measurement Tool: A standardized tool was used to measure the achievement of students of the two research groups, which is a standardized achievement test prepared by the researchers for the purposes of the current research.

F- Confidentiality of the research: The researchers were keen on confidentiality of the research in agreement with the school administration not to inform the students about the nature and purpose of the research, so that their activity or their dealing with the experiment does not change, which may affect the integrity of the experiment and its results. It was suggested to the students that he is a teacher assigned to supplement his quorum of lessons at this school.

T- Distribution of shares: Control of this factor occurred through equal distribution of shares between the three research groups. The researcher taught six lessons per week at three classes for each group, according to the Ministry of Education's approach to history for the fifth literary year, as the researchers agreed with the school administration and a teacher The date at the school on the organization of the schedule for the distribution of classes so that the date material in the days (Sunday, Tuesday, Thursday), table (8) shows that.

Table (7)

Distributing history classes for students of the two research groups

Time is 9. 5	Time is 8.15	The days
Experimental	Control	Sunday
Control	Experimental	Tuesday
Experimental	Control	Thursday

Table / prepared by the two researchers

Sixth: Determining the scientific subject:

The researchers have identified and selected study subjects that are subject to experimentation, and since the current title of the research refers to students of the fifth literary grade, and in this class they study the subject of modern and contemporary history of Europe and America, and for him the scientific subject was identified, after it was identified by the researchers 'visit to the school; To know the subject taught to the above-mentioned students.

After determining the scientific subject subject to experimentation, the researchers analyzed the book's subjects, in order to determine what students should learn, and extract behavioral goals and teaching plans from them, in teaching the classes subject to experimentation, which are the first, second and third semesters.

Seven / Formulating behavioral goals:

Formulating the behavioral goals of an educational program is the basic step in building it. It helps the teacher to determine the content of the educational material, work to organize it, and determine the appropriate learning conditions for the various tasks that the learner should learn, and choose the teaching methods and methods, tools, means and appropriate activities, and represents the basic criterion in evaluating the educational process.

And that the teacher's responsibility is more than merely describing educational work or formulating goals in behavioral terms. It also includes categorizing the goals formulated by the behavioral categories to which they belong. (Abu Hatab, 1996: 106)

The researchers formulated (30) behavioral goals based on the general objectives and content of the subjects to be studied during the experiment period, distributed across the first three levels of Bloom's taxonomy (knowledge, understanding, and application).

In order to verify its suitability and fulfillment of the content of the subject matter, it was presented to a group of experts and specialists in the subject of history, methods of teaching it, in measurement and evaluation, and a number of teachers of history subject and its teachers at the secondary level.

After analyzing the responses of the experts, some goals were modified, and the goals that were approved by the researcher (80%) or more were deleted, thus the number of behavioral goals in their final form (27) became a behavioral of Objectives.

Eighth: Preparing teaching plans:
Since preparing teaching plans is considered one of the requirements of successful teaching, the researchers prepared teaching plans for the topics that will be taught during the period of experience from the history book for the fifth literary grade, in light of the content of the book and the formulated behavioral goals, and according to the teaching in social networking programs, and the traditional method. All of these plans were presented to a group of experts and specialists in history and methods of teaching it to explore their opinions, observations and proposals for the purpose of improving the formulation of those plans, and to make them sound and guarantee the success of the experiment, and in light of the opinions and observations expressed by the experts, some necessary adjustments were made to them, and they became finalized in.

Ninth: Research Tool:
That one of the requirements of the current research is the presence of an achievement test to measure the effect of the independent variable on the dependent variable and the absence of a ready achievement test, the researchers prepared an achievement test based on the content of the material and the behavioral goals. The test was prepared in the following steps:
1- Preparing the test map: The optional map is a detailed outline of the achievement test that includes a part of the study subject in which the goals and educational outcomes levels are determined with the relative weight of each level for each subject so the researchers prepared a test map that includes the three chapters and the behavioral goals of the subjects.
Table (8)
The optional map of behavioral goals and number of achievement test items is broken down by the relative importance of the first three Bloom levels

Behavioral of Objectives.				Relative importance	Levels
Number of questions	Implementation %30	Understanding %30	knowledge %40		
12	3	4	5	%48	Chapter one
5	1	2	2	%18	Chapter second
8	2	2	4	%34	Chapter three
25	6	8	11	%100	Total

Table / prepared by the two researchers
Formulation of test items: The researchers adopted a multiple choice mainly in its test, and the number of optional paragraphs in their preliminary form reached (27) items, distributed among the six subjects to be taught, and covering the behavioral goals prepared by the researchers and relying on the optional map prepared for this purpose.

3- Verify the test: Honesty is one of the specifications of a good test, and the test is honest if it measures what was prepared for its measurement (Al-Assaf, 1989: 429). In order to verify the sincerity of the test prepared by the researcher, he was presented with the test map to a number of experts and specialists in history, educational and psychological sciences to show Their opinions and observations on the validity of the paragraphs in measuring what was put in order to measure it. After the researchers obtained the experts 'observations and opinions, some of the paragraphs were modified, others were reformulated, and some paragraphs were deleted. Because it did not get the approval rate that the researchers determined by (80%) or more of the total expert group, so the test became made up of (25) items.

4- Exploratory application of the test: To verify the integrity and clarity of the test items, the level of difficulty, the strength of their discrimination, and the calculation of the coefficient of stability, the researchers applied to a sample of fifth-grade middle school students from the same research community and had the same specification of the research sample as there were (20) students, so it became clear that the paragraphs were clear and vague Students, and the average time taken to answer is 24 minutes.

A- The difficulty level of the paragraphs: After the researchers calculated the difficulty factor for each of the test items, they found between (31, 0) and (68, 0), and Eppel finds that the test items are acceptable if their difficulty rate is between (20, 0) and (80, 0)). (Bloom, 1971, p: 66)

This means that all test items are acceptable. Table (9) illustrates this.

Table (9)

Coefficients of difficulty for achievement test items

Difficulty coefficient	Paragraph sequence
0.43	12
0.57	13
0.53	14
0.44	15
0.56	16
0.42	17
0.35	18
0.31	19
0.35	20
0.47	21
0.36	22
0.32	23
0.51	24
0.50	25

Table / prepared by the two researchers

B- Paragraph Marking Force: After the two researchers calculated the discriminatory power of each of the test items, they found between (33, 0) and (63, 0), and the literature indicates that the paragraph whose discriminatory power factor is less than (20%) is advisable to delete or amend it (Matanius, 1997: Therefore, the researcher maintained all the paragraphs without deleting or modifying them, and Table (10) clarifies this.

Table (10)

Discriminatory power coefficients for achievement test items

The power of distinction	Paragraph sequence
0.50	1
0.45	2
0.43	3
0.51	4
0.54	5
0.42	6
0.60	7
0.49	8
0.40	9
0.58	10
0.42	11

0.62	12
0.54	13
0.61	14
0.46	15
0.57	16
0.35	17
0.50	18
0.48	19
0.48	20
0.50	21
0.40	22
0.51	23
0.57	24
0.35	25

Table / prepared by the two researchers

The efficacy of wrong alternatives: After the researchers conducted the necessary statistical operations for that, they found that the wrong alternatives to the achievement test clauses attracted more students from the lower group than the students of the higher group, so it was decided to keep all of them without deleting or modifying them. Table (11) illustrates this.

Table (11)
The effectiveness of the wrong alternatives to the achievement test passages

Efficacy of the third wrong alternative	Efficacy of the second wrong alternative	Efficacy of the first wrong alternative	THE SEQUENCE
13-	10-	16-	1
10-	16-	30-	2
4-	26-	16-	3
10-	16-	34-	4
1-	16-	23-	5
2-	2-	13-	6
11-	13-	2-	7
10-	3-	4-	8
10-	11-	13-	9
30-	10-	16-	10
4-	26-	16-	11
13-	10-	16-	12
10-	16-	30-	13
2-	2-	13-	14
11-	13-	2-	15
10-	3-	4-	16
1-	16-	23-	17
2-	2-	13-	18
11-	13-	2-	19
10-	3-	4-	20
10-	11-	13-	21

10-	11-	3-	22
10-	11-	13-	23
30-	10-	16-	24
4-	26-	16-	25

Table / prepared by the two researchers

- Stability test : The consistency of the test is intended to reach the same results when reapplied to the same sample, and Ebel believes that the stability of the test means the accuracy of its paragraphs and their consistency among themselves in measuring the characteristic to be measured (David, 1990: 122).
 The researchers conducted the method of re-testing the exploratory sample to calculate the stability of the test. The first test for the second test was conducted after (14) days. When correcting the answers to the two tests, the researchers used the Pearson correlation coefficient. The stability coefficient reached (0.92) and the degree of stability is appropriate for the purposes of the research and its nature.

8_ test application: After the experiment ended, and in the first week after the end of the experiment, the two researchers conducted a test in the subjects that he studied and applied the test to the students of the two research groups (experimental and controlling) on   01/2/2020 on Thursday at nine thirty, after the students organized in the classrooms and the researchers supervised themselves The progress of the test and clarification of the purpose of the test and how to answer the test in order to maintain the integrity of the experiment.

Tenth: How to correct the test : The researchers gave (1) scores for the correct answer for each of the test items and (zero) for the incorrect answer. The abandoned paragraphs, the paragraphs for which the answer was not clear, and the missing answers were treated as incorrect answers.

Tenth: Statistical methods: The researchers used in the research procedures and the analysis of its results a number of statistical methods, namely:
1- T-test for two independent samples (Hassan and Abbas Shallal, 2014: 97).
2- Kay X2 Square (Al-Manizil and Adnan Al-Atoum, 2010: 366)
3- Paragraph Ease / Difficulty Equation (Al-Thahir, Others, 1999: 77)
4- Paragraph Force Strength Equation (Imam, 1990: 15)
5- The efficacy of alternatives (Al-Dhahirah and Others, 1999: 91).
6- Pearson Correlation Coefficient (Abu Zina 1998: 263)
7- Sberman-Baron Correlation Equation (Ibrahim and others, 1989: 76)

the fourth chapter /Presentation and interpretation of results
The results of the hypothesis: which states that "there is no statistically significant difference at the level (0.05) between the average achievement of students of the experimental group that was studied according to social networking programs, and the average achievement of the control group students that were studied according to the usual method, in the post-test."

    To find out the results of the hypothesis, the two researchers applied the achievement achievement test for the two research groups, and after sorting the students 'scores for the two groups (experimental and control), the results of the T-test for two independent samples showed that there is a difference in achievement between the average scores of the experimental group and the average scores of the control group, in favor of the experimental group, as the value The calculated T (11,798) is greater than the tabular value (2,023) and with a degree of freedom (54). Thus, we reject the zero hypothesis, and accept the alternative hypothesis, in terms of the achievement difference, as shown in Table (12) the following: -
Table (12)
The mean, standard deviation, and calculated T value

The table of the two groups' scores in the achievement test

Significance level	Degree of freedom	T value		standard deviation	SMA	number	groups
		tabular	Calculated				
(0.05)	54	2,023	11.798	5.432	19.154	28	Experimental
				2.805	16.142	28	Control

Table / prepared by the two researchers

Interpretation of the results: - Interpretation of the results of the null hypothesis:

1- The use of the social media program in teaching history subject attracted the attention of students and increased their thinking, as new programs in teaching, which increased their academic achievement

2- Using social media programs, transferring students from the state of receiving or limited participation to the case of group participation and joint interaction.

3- The ability of social media programs to generate movement, use of illustrations, and color diversity, which added more realism to educational lessons as well as mutual interaction between students and the educational material provided to them.

4- The way of submitting the content electronically to the educational material in terms of organizing it and presenting it in a logical and realistic and not hypothetical manner, through which the student can access the information easily and as quickly as possible.

Conclusions:

1- Social media programs outperformed the acquisition of history for fifth literary students compared to the usual teaching method.

2- Teaching according to social media programs, making the student active and active throughout the lesson time.

3- Social media programs are self-learning tools.

Fourth: - Recommendations : In light of the research results, discussion and interpretation, the researcher recommends the following:

1- The necessity of educational institutions and educational supervision, especially the holy governorate of Karbala, to pay attention to social networking programs, and how to use them, after reviewing their results in the totality of studies and literature, for their uncles to all schools, and urging their teaching staff to follow them.

2-. The need for the Karbala Holy Education Directorate to pay attention to providing schools with technologies that help in achieving e-learning based on the use of electronic programs, including social networking programs.

3- The necessity of caring for the holy schools of Karbala to provide an appropriate educational environment for the application of e-learning in public education institutions, such as: providing classrooms with computers, increasing the number of computer labs in government schools, and removing human, technical and material barriers that prevent its spread in our educational system in various Its stages.

4- The necessity of the Holy Karbala Directorate to hold training courses for specialists in designing electronic curricula, in order to be produced in accordance with international scientific principles, principles and standards.

The proposals: Complementing the current study, the researchers suggest conducting the following future studies: -

1- Conducting a study similar to the current study for applying social media programs and knowing its effect on other subjects.

2- Conducting a study similar to the current study to see the effect of using social media programs on other variables, such as gaining concepts and some variables such as retention, critical thinking, tendencies, and motivation towards the subject of history.

3. Conducting a descriptive study to know the trends of history teachers towards using social media programs.

4- Conducting a descriptive study to know the obstacles that limit the use of social media programs in

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