

The effect of the Needham model on achievement and development of mental motivation among the students of the fifth- literary grade in the subject history

Hanaa Ibrahim Mohamed

College of basic Education - University of Diyala

basichist16te@uodiyala.edu.iq

Research extract

The current research aims to find out after Needham's model of achievement and mental motivation development among fifth-grade literary students in history by verifying the following zero hypotheses:

- 1- There is no statistically significant difference at the indicative level (0.05) between the average grades of experimental group students studying the subject of modern and contemporary European and American history according to the Needham model and the average grades of female students of the control group studying the same subject in the usual way in the distance collection test.
- 2- There is no statistically significant difference at the indicative level (0.05) between the average grades of experimental group students studying the subject of modern and contemporary European and American history according to the Needham model and the average grades of female students of the control group studying the same subject in the usual way in the distance collection test.
- 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 Needham model in the tribal and remote applications of the mental motivation scale
- 4- There is no statistically significant difference at the indicative level (0.05) between the average grades of female students of the control group studying 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 mental motivation scale.

To achieve the goal of the research, the researcher adopted an experimental design with partial control of the experimental and controlling groups and the tribal and remote tests. The researcher applied the research experiment to a sample of fifth-grade literary students at the Randomly Selected Thoiba Islamic Girls High School of the General Directorate of Education of Diyala Province for the Year of Dresa (2018/2019). The number of female students in the research sample (66) was 32 for the experimental group that will be studied according to the Needham model and (34) students for the control group that will be studied in the usual way. The researcher conducted a level playing field between the two research groups with the following variables: (educational achievement for parents, first course grades for the school year (2018/19), IQ test scores, and tribal mental motivation scale scores.

After the researcher identified the scientific material that she will study for the students of the experimental and controlling research groups in the experiment, which are chapters (5th, 6th and 7th) of the curriculum of the history of Modern Europe and America and contemporary to be taught to fifth-grade literary students for the year 2018/2019. The researcher (131) formulated a behavioral goal at the six levels of Bloom's classification for the cognitive field (knowledge, understanding, application, analysis, composition and evaluation) and prepared daily teaching plans for the experimental and controlling groups.

The researcher used two tools of research, the first of which was the collection test prepared by the researcher for the subject of the history of Europe and modern and contemporary America consisting of (32) paragraphs consisting of two types of questions, multiple choice by number (27) paragraphs and (5) paragraphs of questions article. Distributed at the six levels of Bloom's classification (knowledge, understanding, application, analysis, composition and evaluation), and to verify the sincerity of the external tool, the researcher presented the test paragraphs to a group of specialists from the methods of teaching history, the psychometric characteristics of the test were extracted (the factor of difficulty and the strength of excellence and effectiveness. Camouflaged and wrong alternatives) test stability has also been calculated according to the half-hash method. The measure of mental motivation has been confirmed as well as the stability of the retesting method and to analyze the results the data were collected and then processed statistically through the statistical package (SPSS).

In the light of the results of the research, the researcher concluded:

- 1- Fit Needham model to teach the curriculum of the history of Modern Europe and America
- 2- Needham's model has positively influenced the increase in the achievement of fifth-grade literary students in the modern and contemporary history of Europe and America.

In the light of the results and conclusions of the research, the researcher recommended the following:

- 1- Emphasizing Needham's model of teaching the curriculum of modern and contemporary History of Europe and America because of its importance in increasing attainment and developing mental motivation
- 2- Training courses for teachers to provide them with the latest methods, methods and modern teaching models

To complement the current aspects of the research, the researcher proposed a set of suggestions:

- 1- Conduct a similar study to find out the impact of the Needham model on other subjects and different study stages
- 2- Conducting a similar study in other variables such as the development of historical concepts and the development of future thinking

Introducing research:

First: Search problem:

Teaching the history curriculum faces many problems due to the reliance on conservation and indoctrination of its teachers in most of our schools, although the history curriculum is the main

way to learn about the issues of the present and the future by studying the past, but it faces a weakness in the methods and methods of teaching it, it does not develop scientific thinking among students, which led to a lack of response and participation of all students, as students write down what the teacher says and this led to their grumbling and frustration and loss of interest in studying the curriculum (Zubeidi, 2014: 66) It can be said that the aversion of students to some curricula in general and the methodology of history in particular is due to the traditional methods and methods of teaching that rely on the teacher and neglect the role of the student significantly, as there is no interaction between them and some studies attributed the low level of academic achievement to the weakness of teachers in accessing teaching methods and modern educational techniques in accordance with the requirements of the study and this was done by the study (Azzawi, 2013) and study (Al-Kreiti, 2014).

The researcher prepared a questionnaire she provided to a number of history teachers in the research community that included two questions, the first question was what methods you use in teaching the curriculum of the history of Modern Europe and America? The answer was to rely on the usual method. Second, do you have any prior knowledge of mental motivation? Their answer was not to have enough vision of mental motivation. This prompted the researcher to use the Needham model in teaching the history curriculum as an attempt to raise the level of educational attainment and develop mental motivation among fifth-grade literary students in the curriculum of modern and contemporary History of Europe and America.

Hence the problem of searching by answering the following questions:

Following Needham's model of achievement and mental motivation development among fifth-grade literary students in history?

Second: The importance of research:

Our world today is witnessing a wide cognitive acceleration in all aspects of life, and this endless acceleration in development has been accompanied by a variety of scientific outcomes expected from the student as well as in the educational models and strategies used by the teacher and evaluation methods that take into account all age groups and student cognitive levels (Abu Assaad, 2010: 11)

Education is the basis for building societies and without them they lose their ability to continue and survive with their ideas, concepts and methods that change and develop with human beings, i.e. as human life develops and changes, the ideas, methods and methods of education change to keep pace with this change. (Spring, 2006: 20)

The school is one of the components of education, it is more than any other social institution that is a maker of the future of students as the school is the product of contributing to a society directed by the teacher to make students intellectuals and meditators. (Lipman, 1998:15) There is a correlation between school and curriculum. The curriculum means the educational experiences that the school provides to students within or outside its borders in order to help them grow their personality in their multiple aspects consistent with educational objectives, and in this sense the curriculum includes all the colors of activity carried out by students under the supervision and guidance of teachers (Hindam and Jaber, 1992:13)

It can be said that the social curriculum is a humanitarian curriculum that can be taught at various stages of study and has a prominent place in the curriculum, because it contributes significantly to the achievement of the goals of the high school. (Judge, 1984:165) History is one of the social approaches: the science of the movement of time and the monitoring of trends in development and sophistication, and thus development and advancement became one of the tools and strengths of society, as the approach of history today is not the science of the past, but it linked the past to the present, with the intention of clarifying it and linking the future to the present by demonstrating the trends of progress and development that should be achieved. (Salmani, 2010: 16)

The teaching method used by the teacher in delivering the curriculum to students during the educational process has specific specifications and any teacher can teach in the way or methods he wishes to follow, so that it is commensurate with the nature of the content to be submitted to a particular group of students. (Bodhi and Khadala, 2012:92) The focus has therefore become on using strategies that make the student the focus of the educational process, which aims to achieve positive and student activity during the educational process and create the right conditions to make him discover the information himself rather than get it ready, and to transform the role of the teacher from a carrier and recipient of information to a guide and mentor to the student in researching and investigating information and knowledge to a new vision of the materials he studies. (Horny, 2011: 1)

Many conferences have been held that called for the need for renewal and the adoption of modern strategies and methods in teaching, including the thirteenth scientific conference at the University of Mustansiriyah, the Faculty of Basic Education (education is a living pulse and a renewed human act), which stressed the need to develop objectives, content, methods, methods, teaching strategies and models in order to keep pace with developments in teaching and learning. (13th Scientific Conference, 2011)

One of these models is the Needham model, which is one of the modern models in teaching, which may contribute to raising the level of educational attainment and developing mental motivation in the subject of the history of Modern and Contemporary Europe and America, which makes the learner the focus of the educational process.

In recent years, the term mental motivation has emerged as De Bono argues that mental motivation shows us the activities and tasks students enjoy because of the many new ideas that are of scientific importance to them, and the tasks they are exposed to are all the more important, with the student feeling confident in carrying out those tasks (De Bono, 2003: 48)

Mental motivation serves the processes of learning and education in that it achieves several benefits, including 'working to unlock the full potential of the individual while consulting his activity and motivating him to learn with great desire and attention, and it also works to arouse and attract the attention of students and their focus on the subject of learning to achieve the educational goal, in addition to providing conditions encouraging the occurrence of learning and ensuring the continuity of student interaction with the educational situation (Zagol and Al-Hadad, 2010: 99)

The preparatory stage was chosen because it is the beginning of sensory mental development as Piaget sees it as a stage of mental development as the student at this stage can put the facts together

so that he reaches an understanding of more than just the facts themselves 'but goes beyond that, as the ability to collect and criticize the information reads (Abu Gado and others, 2003: 96)

Third: The purpose and hypotheses of research:

The current research aims to:

Knowledge of needham's model of achievement and mental motivation development among fifth-grade literary students in history.

To achieve the goal of the research, the researcher developed the below zero hypotheses:

- 1- There is no statistically significant difference at the indicative level (0.05) between the average grades of experimental group students studying the subject of modern and contemporary European and American history according to the Needham model and the average grades of female students of the control group studying the same subject in the usual way in the distance collection test.
- 2- 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 modern and contemporary History of Europe and America according to the Needham 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 remote life skills.
- 3- There is no statistically significant difference at the indicative level (0.05) between the average grades of experimental group students studying the subject of modern and contemporary European and American history according to the Needham model in the tribal and remote applications of the mental motivation scale.
- 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 and contemporary Europe and America according to the usual method in the tribal and remote applications of the mental motivation scale

Fourth: Searchlimits: The current research is determined by:

- 1- Human boundaries: A sample of fifth-grade literary students studying in a state high school or preparatory day school of the Directorate General of Education of Diyala province/ Baquba Center.
- 2- Spatial boundaries: Secondary and state day preparatory schools for girls of the Directorate General of Diyala Education / Baquba Center.
- 3- Timelimits: Second semester of the school year (2018-2019)
- 4- Scientific Boundaries: The last three chapters (5th, 6th and 7th) of the Book of Modern and Contemporary History of Europe and America scheduled to teach fifth grade literary students by the Ministry of Education for the academic year (2018-2019)

Fifth: Defining terms:

1- Impact

He knew:

Fakher: It is an accident or a phenomenon that follows another in a causal relationship and it is the effectiveness caused by the accident or the phenomenon in controlling another phenomenon (Fakher, 1977:23)

Hanafi: The result of an accident or phenomenon in a causal relationship (Hanafi, 1978: 253)

Procedural definition of impact: The amount of change in the grades of female students of the experimental group when teaching the subject of the history of modern and contemporary Europe and America according to the independent variable (the strategy of the power of thinking) in the attainment test and the measure of life skills after.

2- Needham model:

He knew:

Umar and Abidin: A five-stage model (mentoring, generating ideas, applying ideas, meditation) in which the learner is active and responsible for learning it.

(Umar And Abidin,2007:10)

Hashim & Kasbolah:A model used to enhance learners' understanding of the scientific concept, encourage them to actively participate themselves within the class, consisting of five stages (attention-raising, generating ideas

Procedural definition of the Needhammodel:

3- Collection

He knew:

Jalali: It is the knowledge achieved or the actual skill in the subjects, measured by the grades set by teachers for students (Jalali, 2011: 23)

Salkhi: The extent to which students acquire the facts, concepts, principles and educational theories at a particular classroom or course stage and the extent to which they are able to do so (Salkhi, 2013: 26)

Procedural definition of collection: The amount of grades obtained by the students of the two research groups in the collection test prepared by the researcher after teaching the last three chapters of the modern and contemporary history of Europe and America for fifth-grade literary students using the strategy of the power of thinking of the experimental group, and the usual method of the control group.

4- Development

He knew:

Horlock: A series of processes through which man progresses regularly and coherently (Hurlock.1972:42)

Alioush: It is achieving a rapid, cumulative and lasting increase over a period of time (Alioush, 2007: 106)

Procedural definition of development: Is the increase in the average grades of fifth-grade female literary groups (experimental and controlled) in the measure of mental motivation and measured by calculating the average difference between their grades in the tribal and remote applications of the scale.

5- Mental motivation:

It was known to:

DeBono: The case of the author of serious creative achievements and multiple ways to stimulate this situation or to solve problems in different ways that sometimes seem illogical 'as normal methods of solving problems are not the only way to do so (Merhi Nofal, 2008: 262)

On your behemoth: internal mental stimulation of the individual to engage and participate in cognitive activities that require the wide use of mental processes to find a solution to problems, make decisions or evaluate situations (on your fever '2014:43)

The procedural definition of mental motivation: the total responses shown by the students of the two research groups (experimental and controlled) when they answer the paragraphs of the mental motivation scale used in this research and expressed in the overall degree obtained by the student.

6- 5th Literary: Is the second grade of the three preparatory classes in which students from the middle school certificate, part of the secondary school, represent the fourth grades of the scientific and literary branch, the fifth in the biological, applied and literary branch and the sixth in the biological, applied and literary branch (Republic of Iraq, 2012)

7- History: Time has been appointed for him to be attributed to an absolute time, whether it is a present or a present time, or is the definition of time by assigning it to a massive event such as the flood or as the great earthquake and so on from the heavenly verses (Kafiji, 1998:145)

Procedural definition of the history curriculum: the scientific material included in the fifth, sixth and seventh chapters of the modern and contemporary history of Europe and America for the fifth grade of literature to be taught for the academic year 2018/19, which the researcher taught to the experimental and controlling research groups during the duration of the experiment.

Aspects of theory and previous studies:

The first axis: theoretical aspects:

Needham model:

The Needham model is one of the models that apply the foundations and concepts of structural theory ' as this model depends on the experience and experience that Ahas passed on learners in life and can be used in their new education, in addition to achieving the goals in it by cooperating learners with each other within the lesson in order to learn new experiences and in this model the teacher is honorable and directed and determined and presented and built on educational activities (Ayob, 2012:22)

Needham model stages:

The stages of the Needham model can be summarized as follows:

- 1- **Guidance phase:** This stage provides a preparation and psychological preparation for learners towards the subject of the lesson, as it aims to attract the attention of the learner and provoke his motivation to continue to pay attention and maintain it, using visual educational materials (video, pictures, illustrations) for life situations or the phenomenon of real problems requires the learner to practice thinking skills to come up with preliminary predictions to explain the phenomenon or solve the ambiguity of positions or solve a problem.
- 2- **The generation of ideas:** aims to raise awareness of the information and previous knowledge held by learners, by recording predictions made in the previous phase and asking questions about the problem, and allowing them to be answered and discussed in small groups and recorded, and may require summarizing ideas in the form of concept maps or presentations.
- 3- **The stage of rebuilding ideas:** this phase includes four sub-procedures: the interpretation of ideas, the presentation of contradictory ideas, the development of new ideas, the evaluation of learning, aimed at reaching the right ideas of the learner and taking notes, conclusions and explanations reached with the aim of reaching new knowledge linked to the going questions posed in the previous phase with the writing of a detailed report on each activity ' whether individual or group level, and after the completion of the implementation of those activities compare Each group presents its findings with the predictions they made in the first phase and then each group presents its correct ideas to the rest of the groups and at the end of that stage the final ideas are summarized and recorded on the blackboard.
- 4- **The application phase of ideas:** aims to apply the learner to new ideas educated in different situations.
- 5- **Meditation phase:** In which learners are given the opportunity to reconsider their ideas again, make sure they change them, review the thought processes of the concepts they learn and compare them with previous information that has been put forward at the orientation stage, review the correlations between new and previous learning, and instruct learners to write an individual report on a business project including their personal observations and group discussion summary (Needham & Hill), 1987:25) (Hasim&Kasbolah,2012: 20)

The role of the teacher in the Needham model:

The teacher has an important role within this model, because he is the guide and mentor of the education process and his role can be summarized by Myyati:

- 1- Motivate and encourage learners before starting the learning and education process.
- 2- The teacher is responsible for preparing the appropriate educational environment for learners to learn through.
- 3- The teacher should use the media (illustrators or videographs) that are possible to present the topics in their exact form to the learners.

((Umar And Abidin ,2007: 28- 29

The role of the learner in the Needham model:

The role of the learner in the Needham model is as follows:

- 1- The learner is active and involved in the learning and education processes.
- 2- Can build meaning through the process of acquiring knowledge and experience in the active classroom environment
- 3- Easy integration of the learner into the model
- 4- The learner has the ability to explore, research and investigate through the topics raised

(Ayob,2012: 23)

Achievement: Educational attainment is an important aspect of the student's mental activity at school and educational attainment is seen as a first-class mental process. Educational attainment has been classified as a cognitive variable that includes facts and skills, and includes cognitive, skill and emotional aspects, and despite the wide concept of educational attainment, we often call it student achievement, or acquisition of what the education system aims to achieve and is closely linked to school. (Kumar,1985: 10)

The phenomenon of low educational attainment in different curricula:

There is no doubt that the problem of low educational attainment is one of the important problems facing the administrators of the educational process of teachers, supervisors, administrators and educational leaders, so they remained from the parents of the students, and that is why civilized nations realized the importance and seriousness of this problem because of the negative repercussions on the personality of the student present and future and perhaps even more acute the problem that the frustrations that accompany many students with low achievement may express themselves in the form of a departure from the system and inconvenience For school and school and may reach the point of delinquency and delinquency (Abu Allam, 1983: 204)

One of the most important factors leading to low educational attainment in various subjects is:

- 1- Key directfactors: the most important of which are the teacher, the student and the curriculum.
- 2- Secondary direct factors: peers, student guidance, library and educational techniques.
- 3- Indirect factors: located outside the school environment media and social institutions

(Hamdan, 1996: 15)

Mental motivation:

Mental motivation is one of the modern and old concepts at the same time, it is old as it has been addressed as a tendency to think (the concept of tendency to think) and its historical roots are due to Greek philosophy and specifically to Socrates and what was confirmed in the importance of the relatively constant innate aspects of the individual and there are indicators to take care of the subject of mental motivation in the writings of a selection of Arab and foreign intellectuals and educators under different names such as desire, tendency, inclination, readiness and ability to think, and the concept of mental motivation can be considered newly understood In terms of the results of brain research and processes and the care of brain thinking patterns and what has been revealed through the use of modern technology of mri and radiation scanning devices of the brain (Ali Whamuk, 2014: 26)

De Bono emphasizes that mental motivation makes students interested in the work they do, gives hope of finding new ideas of meaningful value, makes life fun and more fun and based on the basic assumption that all individuals have the ability to think creatively and the ability to provoke mental motivation and if so, this situation must stimulate mental abilities within the human mind to be used by us as well as de Bono believes that mental motivation is the ability to Generating new ideas and not one idea in some people alone is a ability that goes beyond the limits of intelligence as it pushes the human being to think in a certain way 117:1998,Debono)

Axis II: Previous studies

❖ Study on the independent variable (Needham model)

Al-Baali Study (2014)

This study was conducted in Saudi Arabia (Binha University - Faculty of Education) and aimed at knowing (the effectiveness of using the Needham building model in the development of decision-making skills and educational achievement in science in sixth grade students in Saudi Arabia)

The sample of the study consisted of (86) pupils selected from the sixth grade primary school students in Bisha governorate in Asir region of Saudi Arabia, and they were divided into two groups, the first experimental which was studied using the Model Needham Construction by 44 pupils, And the officer who studied using the usual method of (42) pupils, but the study tools were a measure of decision-making skills and a learning test, and were applied before and after to the two study groups, and the results showed the superiority of the students of the experimental group over the students of the control group In the achievement tests and the decision-making skills scale (Al-Baali, 2014)

❖ Study on dependent variable (mental motivation)

Hamuk Study (2012)

Mental motivation and its relationship to emotional intelligence among Mosul University students

The study aimed to identify the relationship between mental motivation and emotional intelligence among mosul university students and to identify the difference in the level of mental motivation between the members of the research sample according to the variables of sex (male-female), specialty (scientific-human) and the classroom (1st- 4th) conducted this study On his eye consisting of (405) students selected in the random class method of students of Mosul University for the academic year (2011/2012) morning study distributed to (7) colleges including (3) scientific colleges (3) humanitarian colleges and from In order to achieve the research objectives, the researcher used the California scale to measure mental motivation by Giancarlo&Factionc, 1998,and the data were treated statistically using the Statistical Bag of Social Sciences(SPSS)and the results showed:

- Mosul University students of both sexes have a high level of mental motivation.
- A positive correlation between mental motivation and emotional intelligence.

- There is a statistical function of mental motivation among the members of the research sample attributable to the sex variable (male-female) in favour of males
- The results did not show statistically significant differences in mental motivation among the members of the research sample due to the variable academic specialization (scientific and human) and the classroom (first and fourth)

Hamuk, 2012.

Search procedures:

Research methodology:

The researcher followed the experimental approach in order to suit the current research goal and its meaning: the type of curriculum that uses the experiment in an imposing test that determines a relationship between two factors or variables by studying the opposite positions that controlled all variables except the variable that the researcher is interested in studying its impact (Jabrokazem, 1987: 194)

Search procedures:

First: Experimental design:

The experimental design means careful planning of the process of proving the assumptions and taking equal measures for the experimentation process and to choose the appropriate experimental design is of great importance because it ensures the researcher scientific accuracy and brings him to results that he can take in answering the questions posed by the problem of research and verification of the requirements of research and experimental design a change adopted and subject to the specific conditions of a particular incident and the observation and interpretation of the changes resulting in this same incident (Qandalji, 2013: 108)

The researcher adopted a partially adjusted experimental design for two experimental, controlled and tribal mental driving scale groups, two distance tests for attainment testing and a mental motivation scale.

Form (1) experimental design for research

Group	Tribal test	Independent variable	Dependent variable	Ata Research
Experimental	Mental motivation	Needham Model	Mental motivational attainment	Collection test and mental driving measure
Officer		-----		

Second: The research community:

The research community is defined as all the individuals, objects or people who are the subject of the research problem, which is all the elements related to the problem of the study that the researcher seeks to generalize the results of the research according to the field of research (Ibrahim and others n 2010: 281)

The current research community is determined by the 21 female students in the fifth grade of literature who study in the secondary and morning public secondary schools for girls of the General Directorate of Education of Diyala Province, which has 21 schools, 11 secondary schools and 10 middle schools.

Fourth: Research sample:

The research sample is known as part of the research community and represents the original research community and achieves the purposes of research and sings the researcher of the derivatives of the study of the indigenous community (Al-Makdamy, 2016: 301) and in the light of the above, the researcher (Thwaiba Islamic High School for Girls) decided to represent an eye The research was chosen in a random manner and the number of female students appointed by the research (70) students for the two groups by (33) students for the experimental group represented by Division A and (37) students for the control group represented by Division B and the students failed were excluded Their number was (4) by (1) female students from the pilot (3) female students from the control group, thus making the final number of the search eye (66) female students by (32) students for the experimental group and (34) 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	1	32
Officer	in	37	3	34
Total		70	4	66

Fifth: Equality of the two research groups:

The researcher has conducted the two research groups statistically in some variables that she believes affect the integrity of the experiment and the accuracy of its results.

- 1- Parents' school level
- 2- School level for mothers
- 3- Course grades for the modern and contemporary history of Europe and America for the first course of the school year (2017/2018)
- 4- IQ test scores
- 5- Mental impulse scale scores

Sixth: Search requirements:

- 1- Scientific article: The researcher identified the scientific topics that will be studied by the students of the experimental and controlling research groups in the experiment according to

the vocabulary of the curriculum of the history of Modern Europe and America and contemporary to be taught to fifth grade literary students for the academic year (2018/2019) for classes (5th, 6th and 7th)

- 2- Behavioral objectives: Behavioral objectives are defined as the behavior that a student will show at the end of a lesson or the end of a particular module, i.e. the educational return that the teacher expects from the student after the learning process, and the behavior should be specific so that it can be measured accurately and objectively and formulate behavioral purposes of special objectives, as they are more specific than the general objectives and represent educational products that students are expected to achieve, facilitate observation and evaluation (Zairocheron 2014: 64) The number of behavioral targets (131) was behavioral by the six levels of Bloom (knowledge, understanding, application, analysis, composition and calendar)

- 3- Teaching plans: Planning at all levels is a major and important step for the success of any work, and it is one of the necessary and necessary competencies in the performance of teaching, and planning is a translation of the objectives of the curriculum and its content into a procedural plan and the teacher must use various study plans in order for the activities he employs and the movements he makes to result from the fact that the student responses are well thought out and consistent with that content and achieve these objectives, and the teaching plans are intended as preconceptions of the positions and teaching procedures in which they are informed and The teacher and his students to achieve certain educational goals, this process includes setting goals, selecting methods that help to achieve them, choosing methods of implementation and evaluating the extent to which students achieve those goals (Al-Zuhairi, 2015: 284)

Research tool (collection test - life skills)

❖ Collection test:

- The goal of the test:
 - 5- The test aims to measure the achievement of female students of the research groups (experimental and officer) from the book history of Modern Europe and America and contemporary for the last three chapters (5th, 6th and 7th) scheduled to teach students of the fifth grade literary by the Ministry of Education for the academic year (2018-2019)

Test paragraphs:

It was agreed on 32 objective test paragraphs and the objective tests are among the most accurate and accurate collection tests consistent in the sincerity of their provisions and their coverage of the curriculum and its abbreviation of time.

- 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 that treated the wrong answer by giving zero degrees to it, thus becoming the final score of the test between a minimum of zero and a maximum of 32

❖ Measure of mental motivation:

Scale goal: The mental motivational measure to measure needham's independent variable model aims to develop variable mental motivation compared to the usual method and measure its impact on the development of mental motivation in research sample students.

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 dimensions of the scale 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 (60) paragraphs

Application of the experiment:

The researcher started applying the experiment at the beginning of the second course on Tuesday, February 27, 2018 and ended on Tuesday, April 17, 2018.

Statistical means:

The researcher used statistical methods from the statistical package(SPSS),including the t-test of two independent samples equal in number, square as²,the difficulty factor for objective paragraphs, the strength factor of excellence for objective paragraphs, the effectiveness of the wrong alternatives, the Pearson correlation coefficient, and the Spearman-Brown equation.

View and interpret results:

- 1- There is no statistically significant difference at the indicative level (0.05) between the average grades of experimental group students studying the subject of modern and contemporary European and American history according to the Needham model and the average grades of female students of the control group studying the same subject in the usual 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 test answers and putting grades to find out the achievement of fifth grade literary students who study the subject of the history of Modern Europe and America and contemporary and the processing of grades statistically, the average score of female students of the experimental group (33,656) degree and standard deviation. 292) degrees with a varying score of (39,589), while the average score of the control group (28,088) was 28,088 degrees, with a standard deviation (7,485) and a variation of (56,025) and when using the T test Two independent samples that are not equal in number (T-test)show that thecalculated T value (3.261) is greater than the table value (2) at the indicative level (0.05) and freely (64), i.e. the result is statistically indicative in favor of the group The experimental studied according to the Needham model 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 statistically significant difference at the level of indication (0.05) between the average grades of the students of the experimental group who study the subject of the history of Europe Modern and

contemporary America according to the Needham model 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. As in the table below.

Table (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)
						Nepotism	Scheduling	
Experimental	32	33.656	6.292	39.589	64	3.261	2	Function statistically
Officer	34	28.088	7.485	56.025				

- 2- There is no statistically significant difference at the indicative level (0.05) between the average grades of experimental group students studying the subject of modern and contemporary European and American history according to the Needham model and the average grades of female students of the control group studying the same subject in the usual way in the distance collection test.

The researcher applied the life skills scale to the students of the research groups (experimental and officer) and after correcting the answers of the scale test and setting grades to see the extent of the development of the mental motivation of fifth-grade literary students for the subject of the history of Europe and modern and contemporary America and the treatment of grades statistically, the number of average grades of female students of the experimental group (170,188)degrees, and standard deviation (22,472) degrees with a varying amount of (504,990) degrees, while the average score of the control group (154,500) and the standard deviation (20.809) degrees and varying (433,014) degrees For the control group, when using the T-test of two separate samples that are not equal in number(T-test),thecalculated T-value (2.945) is greater than the table value (2) at the indication level (0.05) and freely. 64) I.e. the result is statistically indicative in favor of the experimental group and this indicates the superiority of the students of the experimental group who studied according to the Needham model over the students of the control group who studied according to the usual method and thus the researcher rejects the second hypothesis and accepts the alternative hypothesis and there is a difference of statistical significance 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 Needham model and the average grades of female students of the control group who study the same subject according to the usual method in the test of remote mental motivation as in the table shown below

Table (3)

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

Group	Number	Arithmetic average	Standard deviation	Contrast	Degree of freedom	T value		Indication level (0.05)
						Nepotism	Scheduling	
Experimental	32	170.188	22.472	504.990	64	2.945	2	Function statistically
Officer	34	154.500	20.809	433.014				

3- There is no statistically significant difference at the indicative level (0.05) between the average grades of experimental group students studying the subject of modern and contemporary History of Europe and America according to the strategy of the power of thinking in the tribal and remote applications of the mental motivation scale.

The data of the research group (experimental) were calculated in the tribal and remote mental motivation test which showed the results of a statistically significant difference at the level of significance (0.05) and the degree of freedom (31) between the tribal and remote applications of the experimental group and in favor of the remote application. The average score of the experimental group in the tribal test for the mental motivation test (153,625) was 153,625 degrees, and the average score of the female students of the experimental group in the distance test for the mental motivation test (170,188) and to test the significance of the difference used the following test J(T-TEST) for two interconnected samples, the value of the computational T test (8.746) was at the indication level (0.05) and the degree of freedom (31) which is greater than the scheduling value (2.042), which means that this difference D statistically in favor of the remote application and thus rejects the third zero hypothesis and accepts the alternative hypothesis that there are statistically significant differences at the level of significance (0.05) between the average grades of female students of the experimental group between the tribal and remote applications of the mental motivation test as described in the table below:

Table (4)

Arithmetic average, standard deviation, variation and calculated and scheduled (t) value of experimental group grades in tribal and remote application of mental motivation testing

Group	Number	The computational medium of the difference	The difference between the two	The computational medium of the difference	Standard deviation of difference	Variation of difference	Degree of freedom	T value		Indication level (0.05)
								Nepotism	Scheduling	

		e	tests	ce						
southern	32	153.625	530	563.16	10.713	114.768	31	8.746	2.042	Function statistically
Go away		170.188								

4- There is no statistically significant difference at the indicative level (0.05) between the average grades of female students of the control group studying 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 mental motivation scale.

The research group (officer) was calculated in the tribal and remote mental motivation test, which showed the results of a statistically significant difference at the level of significance (0.05) and the degree of freedom (33) between the tribal and remote applications of the control group and in favor of the remote application, as the average achievement score demanded the control group in the tribal test to test mental motivation. (153,912)degrees, and the average score of female students in the remote test of mental motivation test (154,500) degrees and to test the significance of the difference used the T-TEST for two interconnected samples, the value of the computational t test (2.042) at the level of the Indication (0.05) and degree of freedom (33) which is lower than the scheduling value (2.042), which means that this difference is not statistically significant and thus accepts the zero hypothesis and rejects its alternative, which states that there are statistically significant differences at the indicative level (0.05) between average grades Students of the experimental group between the tribal and remote applications of the mental motivation test as shown in the table below:

Table 5

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

Group	Number	The computational medium of the difference	The difference between the two tests	The computational medium of the difference	Standard deviation of difference	Variation of difference	Degree of freedom	T value		Indication level (0.05)
								Nepotism	Scheduling	
southern	34	153.625	20	0.588	2.830	8.008	33	1.212	2.042	Function statistically
Go away		170.188								

Second: interpreting the results:

By presenting the results of the research that led to the rejection of zero hypotheses, this means that the students of the experimental group who studied the curriculum of the subject of the history of Modern Europe and America according to the Needham model in the attainment test and the test of mental motivation on the students of the control group who studied the same subject in the usual way can be explained as follows:

- ❖ Teaching according to the Needham model helped students build their knowledge of themselves by organizing and building information sequentially by implementing model steps
- ❖ The exchange of experiences between female students because the division of female students at heterogeneous levels leads to exchange of views between female students, as well as this model reduces the introversion and isolation of a number of female students and reduces the fear of failure.
- ❖ This model has made female students interact positively through the stages of the model in putting forward many ideas and complex thinking is the flow and flow of many ideas for the same problem
- ❖ The Needham model contributes to the development of the higher levels (analysis, composition and evaluation) which has developed the skill of generating, building and evaluating ideas and producing unfamiliar ideas characterized by fluency and flexibility, which reflects on their level of achievement.

Conclusions, recommendations and proposals

First: Conclusions: In the light of the current research, the researcher has reached a set of conclusions:

- 3- Fit needham model to teach the curriculum of the history of Modern Europe and America
- 4- Needham's model positively increased the achievement of fifth-grade literary students in the modern and contemporary history of Europe and America.

Second: Recommendations: In light of the results of the current research, the researcher recommends:

- 1- Emphasizing needham's model of teaching the curriculum of modern and contemporary History of Europe and America because of its importance in increasing attainment and developing mental motivation
- 2- Training courses for teachers to provide them with the latest modern teaching methods, methods and strategies

Third: Proposals: In light of the results of the current research, researcher Mayati proposes:

- 6- Conduct a similar study to find out after the Needham model in other subjects and different study stages
- 7- Conducting a similar study in other variables such as the development of historical concepts and the development of future thinking

sources:

- ❖ Ibrahim, Mohammed Abdul Razzaq and others (2010), Scientific Research Curriculum, Amman, Jordan
- ❖ Abu Assaad, Salah Abdul Latif (2010), Mathematics Teaching Methods, I1, Al Shorouk Publishing and Distribution House Amman
- ❖ Abu Jadu, Saleh Mamed Ali (2003): Educational Psychology, I1, Al-Masirah Publishing and Distribution House Amman, Jordan
- ❖ Abu Allam, Raja Mahmoud (1983)?, Individual Differences and Their Educational Applications, Dar al-Alam, I1, Kuwait
- ❖ Al-Baali, Ibrahim Abdul Aziz Mohammed (2014): The effectiveness of using the Needham building model in the development of decision-making skills and educational achievement in science among sixth-grade primary school students in Saudi Arabia, Arab Studies in Education and Psychology, Issue (47), Part 3 of the Year (2014)
- ❖ Al-Balaawi, Hassan (2011), Awaken Your Hidden Powers, I1, Old House Publishing and Distribution House, Cairo
- ❖ Boudi Zaki Abdul Aziz and Mohammed Salman Al-Khadala (2013), Teaching Strategies, I1, Al-Khwarizmi Publishing and Distribution
- ❖ Jaber, Jaber Abdel Hamid and Ahmed Khairi Kazem (1987), Research Curricula in Education and Psychology, Arab Renaissance House, Egypt, Cairo
- ❖ Jalali, Sheen Mustafa (2011), Educational Achievement, Serra Publishing, Distribution and Printing House, Amman, Jordan
- ❖ Republic of Iraq (2012), Ministry of Education, Preparatory Curriculum
- ❖ Hamdan, Mohammed Ziad (1996), Educational Achievement Concepts, Problems and Solutions, Modern Education House, Amman
- ❖ Al-Hamwi, Mona (2010): Educational attainment and its relationship to the concept of self, research published in Damascus University Journal, Volume 26.
- ❖ Hanafi, Abdel Moneim (1978), Encyclopedia of Psychology and Psychoanalysis, C1-2, Madbouli Library, Cairo
- ❖ De Bono, Edward (2093): Teaching Thinking, Translated by Adl Abdul Karim and others, Safa Publishing and Distribution House, Damascus, Syria
- ❖ Rabie Hadi Mashaan (2006), Education Entrance, i1, Arab Society Library for Publishing and Distribution Amman
- ❖ Zayer, Saad Ali and others (2014), Contemporary Educational Encyclopedia, C1, Noor Al Hassan Library for Printing and Editing, Bab al-Mu'azam, Baghdad, Iraq
- ❖ Zubeidi, Sabah Hassan (2014), Foundations for the Construction and Design of Social Materials Curricula and Teaching Purposes, Curriculum Publishing and Distribution House Amman
- ❖ Al-Zaghoul, Emad Abdul Rahim, Shaker Aqla Al-Muhamed (2010): Seiko Classroom Teaching Meal, T2N Al-Masirah Publishing, Distribution and Printing House, Amman
- ❖ Zuhairi Haidar Abdul Karim Mohsen (2015), Contemporary Curriculum and Teaching Methods, I1, Hamada Foundation for University Studies, Publishing and Distribution, Amman, Jordan

- ❖ Salkhi, Mahmoud Jamal (2013), Educational Achievement and Modelling of Factors Affecting It, Dar Al-Radwan Amman
- ❖ Salmani Abdullah Taha Abdullah (2010), Historical Research Curriculum, I1, Think Tank Publishers and Distributors of Oman
- ❖ Amer, Ibrahim (2013), scientific research and the use of traditional and electronic sources of information founded by - methods - concepts - tools, i3, Dar al-Masirah printing, publishing and distribution, Amman, Jordan
- ❖ Azzawi Mustafa Mohammed Kazim (2013), History Book Calendar for Junior High School in light of quality standard, Unpublished Master's Letter, Diyala University, Iraq
- ❖ Ali, Qais Mohammed, Walid Salem Hamuk (2012): Mental motivation and its relationship to emotional intelligence among Mosul University students (unpublished master's thesis), Mosul
- ❖ Ali, Qais Mohammed, Walid Salem Hamuk (2014): Mental Motivation a New Vision, Debono Think Tank, Jordan
- ❖ Alioush, Mohammed (2007), Education for Development, Dar al-Fikr, Amman, Jordan
- ❖ Fakher Aqel (1977), Dictionary of Psychology, i2, Dar al-Alam for Millions, Beirut
- ❖ Judge, Yusuf Mustafa (1984), Social Sciences and Teaching, Okaz Publishing and Distribution Office, Saudi Arabia, Riyadh
- ❖ Qarni Zubaydah Mohammed (2011), Recent Trends in Research in Science teaching and Scientific Education, I1, Modern Library Egypt
- ❖ Al-Kafiji, Mohieddin Mohammed bin Salman (1998), acronym in History, Mohammed Kamal al-Din Ezzedine, C5, Book World for Printing and Publishing, Cairo
- ❖ Al-Kreiti, Ahmed Shaker Mezher (2014), teaching skills of preparatory history teachers and their relationship to the collection of their students, unpublished master's thesis, Diyala University, Iraq
- ❖ Lipman, Matthew (1998), School and Thought Education Translated by Ibrahim Yahya Al-Shihabi, Ministry of Culture, Damascus
- ❖ Merhi, Nofal Ahmed, Mohammed Bakr Nofal (2008): The Initial Jordanian Portrait of the California Scale of Mental Motivation, Damascus University Magazine, Volume 24, Issue II
- ❖ Al-Makdami, Yasser Mahmoud and Heep (2016), topics in measurement, educational evaluation and testing, Central Press, Diyala University, Iraq
- ❖ 13th Scientific Conference (2011), Journal of the Faculty of Basic Education, Mustansiriyah University, Baghdad, Iraq
- ❖ Hindam, By Jane Hamed and Jaber Abdel Hamid Jaber (1992), The Curriculum was founded by its calendar planning, i10, Arab Renaissance House Cairo

Foreign sources:

1. Debono, Edwaed (1998), Lateral thinking concepts
2. Hurlock, E.B (1972), child development fifth, diction now York. mc Craw –Hill book, company
3. Kumara, A (1985) "pattern of the self-disclosure among orphan and non-orphan adolescents Children psychiatry
4. Oyakilome, pastor Chris (2014): power of thoughts America 7

i. psychological association, Washington(USA)

5. V.shatharat.Net\vb\show thread.php? T=2037

- Ayob, A, (2012): Needhams theory in Computer – Base6 Learning Paper
Presented at the 2nd International Conferen ce on Social Science and Humanity. IPEDR, VOI
(31)

7- Needham, Rm&Hill.P. (1987): Teaching Strategies for Developing Understanding in
science, UK, Leeds, University of Leeds

8- Umar,I& Abidin ,M,92007) the Effects of Constructivist Approach in Wnvironment on
Studwnts ,Language Learning ,Internet Journal Of e- Language Learning& Teaching,
VOL,(4), NO(2)