

فاعلية تدريس مادة الفلسفة وعلم النفس باستراتيجية فيلدار وسيلفرمان

في تحصيل طلاب الصف الخامس الادبي

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The effectiveness of teaching philosophy and psychology with Fildar and Silverman's strategy in achieving literary fifth-grade students

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Abstract

The current study aims to know the effectiveness of teaching philosophy and psychology with Feldar and Silverman's strategy in achieving fifth-grade literary students. The two researchers adopted the experimental study approach to its relevance and the goal and hypothesis of the study. The study sample reached 57 students from the fifth-grade literary students who were chosen in a simple random way. As for the study tool, It is the test of post achievement, which prepared its paragraphs of the type of multiple-choice amounted to (40) items after the validity of the tool was extracted by the apparent honesty by presenting it to a group of experts specialized in education and psychology and its stability with the Fakronbach equation. After completing the study experiment, the two groups were tested with the achievement test Al-Baadi, after collecting data through the statistical means of social sciences (spss) (The results of the study showed that the experimental group students who studied philosophy and psychology with Feldar and Silverman's strategy surpassed the control group students who studied the same subject traditionally, and the researchers concluded several conclusions, including that Feldar and Silverman's strategy contributed to raising the level of academic achievement of the fifth literary students in The subject of philosophy and psychology, and the researchers recommended several recommendations, including following the strategy of Feldar and Silverman in teaching the subject of philosophy and psychology for the fifth literary class because of its effectiveness in raising the level of achievement of fifth-grade literary students, and the researchers suggested conducting a study similar to the current study on variables other than achievement such as acquisition , And other dependent variables such as thinking of all kinds.

key words : Effectiveness - Teaching - Philosophy and Psychology - Strategy - Feldar and Silverman - Achievement - Fifth Literary Class **Students.**

المستخلص باللغة العربية : تستهدف الدراسة الحالية معرفة فاعلية تدريس مادة الفلسفة وعلم النفس باستراتيجية فيلدار وسيلفرمان في تحصيل طلاب الصف الخامس الادبي، اعتمد الباحثان منهج الدراسة التجريبي لملائمته وهدف الدراسة وفرضيته ، بلغت عينة الدراسة (57) طالب من طلاب الصف الخامس الادبي اختيروا بالطريقة العشوائية البسيطة ، اما اداة الدراسة فهي اختبار التحصيل البعدي الذي اعدت فقراته من نوع الاختيار من متعدد بلغ (40) فقرة بعد ان تم استخراج صدق الاداة من طريق الصدق الظاهري بعرضه على مجموعة من الخبراء المتخصصين بالتربية وعلم النفس وثباتها بمعادلة الفاكرونباخ ، وبعد الانتهاء من تجربة الدراسة تم اختبار المجموعتين باختبار التحصيل البعدي ، وبعد جمع البيانات من طريق الوسيلة الاحصائية للعلوم الاجتماعية (spss) اظهرت نتائج الدراسة تفوق طلاب المجموعة التجريبية الذين درسوا مادة الفلسفة وعلم النفس باستراتيجية فيلدار وسيلفرمان على طلاب المجموعة الضابطة الذين درسوا المادة نفسها بالطريقة التقليدية ، واستنتج الباحثان استنتاجات عدة منها ان استراتيجية فيلدار وسيلفرمان قد اسهمت في رفع مستوى التحصيل الدراسي لدى طلاب الصف الخامس الادبي في مادة الفلسفة وعلم النفس ،

واوصى الباحثان توصيات عدة منها اتباع استراتيجية فيلدار وسيلفرمان في تدريس مادة الفلسفة وعلم النفس للصف الخامس الادبي لما لها من فاعلية في رفع مستوى تحصيل طلاب الصف الخامس الادبي ، واقترح الباحثان اجراء دراسة مماثلة للدراسة الحالية على متغيرات اخرى غير التحصيل مثل الاكتساب ، ومتغيرات تابعة اخرى مثل التفكير بأنواعه.

الكلمات المفتاحية : الفاعلية - التدريس - مادة الفلسفة وعلم النفس - الاستراتيجية - فيلدار وسيلفرمان - التحصيل - طلاب الصف الخامس الادبي.

Chapter one

(Introducing the study)

Study problem: After informing the researchers and settling them for most of the research and educational studies conducted by some university professors in middle schools in general and students of the fifth grade in particular, as well as previous studies conducted in the field of teaching methods and experimental and descriptive psychology, as well as the establishment of seminars and scientific and educational conferences in each academic year and especially held in the faculties of education for humanities, the researchers found by their point that the teaching methods and methods used in teaching subjects of philosophy and psychology are methods of teaching based on the delivery of The two researchers, according to their experience in teaching and supervising fourth-stage students in the period of the course and talking to teachers of philosophy and psychology and their students, believe that philosophy and psychology has become difficult even teachers of the subject The beauty of the words in them, and the movement of the feelings of their students, so the lesson became rigid, and stopped when absorbing the term only, so as a result of the emergence of some weakness in the educational achievement of their students, especially when analyzing their words, concepts, and discussion, the phenomenon of neglecting the concept and exceeding what was written about it opinion or comment is a phenomenon that is said to be satisfactory and no doubt responsible for some of the weakness suffered by students The fifth grade literary, hence the need to look for new methods, methods and strategies modern teaching in order to make the subject of philosophy and psychology and its subjects more dynamic and realistic in the students, and these strategies strategy Veldar and Silverman, as one of the strategies of the structural theory may lead the method of teaching the subject of philosophy and psychology and its subjects in this strategy some of the modern fruits to promote the teaching of the subject, and therefore crystallized the problem of study in the following question Q/ Is The Strategy of Phildar and Silverman effective in acquiring fifth-grade students in philosophy and psychology.

The importance of the study and the need for it : Teaching is not just an educational process aimed at establishing the cognitive background of learners, but a productive human process through which it instills the desired values and trends in learners' behavior. (Zayer et al., 2014:24)

Therefore, teaching is the link between the learner and the components of the curriculum, and teaching includes the educational positions that take place within the classroom and joined by the teacher and how he follows, so that the educational attitudes are fruitful and effective. (Nator 2010: 81)

Teaching is the process of implementing the curriculum in school education through the role played by the teacher as a facilitator and facilitator of the educational process during the educational position - learning, and the organization and use of learning and teaching materials to reach the desired goals. (Spring, 2006: 47)

A successful teacher who can perform his role effectively is the one who has sufficient knowledge of the subject he is studying, i.e. to have the ability to communicate information to his students well and more importantly to take root in their minds. (Hamdan, 1985: 90)

The teacher is one of the most important elements of the educational process on which the success of this process is fully understood and therefore the development of the teacher's competencies is sought as a facilitator of education and a guide to scientific activity. (Atallah, 2010:14)

The teacher's knowledge of the various teaching methods and his ability to use them helps him to know the appropriate conditions for application, so that the process of education becomes interesting and enjoyable for students, hence the teacher's task became to create the educational atmosphere and guide the activity of students, and then evaluate the results of this activity. (Merhi and Muhammad, 2009:25)

As a result of the disparity in the impact of teaching methods and methods in the educational process, the importance of diversity came with teaching methods, and methods of choosing appropriate strategies that contribute to the acquisition of knowledge and raising the scientific level of students, as the weakness in students' knowledge, abilities and skills is often because some teachers lack the use of appropriate strategies in the teaching process. (Arabic, 1997,7)

This study progresses to present a kind of teaching strategy that takes into account student learning methods, namely, the Felder & Silverman learning strategies and symbolizes it.

FSLSM, which categorizes students, calculated the learning method in four bipolar dimensions:

1. Practical - Meditative - Active).
2. Sensor-Intuitive.
3. Visual-Verbal.
4. Serial-Global. (Felder&Silverman, 1988 : 676 677)

The importance of the current study is that:

1. Its results may help to avoid weaknesses in the teaching methods of philosophy and psychology and provide specialists with a new strategy that may help them overcome the difficulties of teaching philosophy and psychology.
2. The results of the current study can lead to a review of the level of professional numbers of teachers according to modern educational trends.
3. Urge the teachers of the subject to reduce the traditional method, which is almost the only and most commonly used in the teaching of philosophy and psychology in students of the fifth grade literary.
4. Motivate researchers to study this subject in modern teaching methods and strategies, which can contribute to facilitating the teaching of philosophy and psychology and development when teaching it to students of the fifth grade literary.
5. Provide Iraqi libraries in the field of education and psychology with modern teaching strategies working to find solutions to address the teaching of philosophy and psychology in students of the fifth grade literary.
6. Building an educational test that can benefit the teachers of the subject from its use in the exams.
7. Inform the teachers of the subject with all that is new in the field of teaching philosophy and psychology in the middle stage.

The objective of the study : The current study aims to know (the effectiveness of teaching philosophy and psychology in the strategy of Veldar and Silverman in the achievement of fifth grade students).

The hypothesis of the study : There is no statistically significant difference at the level (0.05) between the average grades of students of the fifth grade literary students of the experimental group who study philosophy and psychology according to the strategy

Phildar and Silverman and the average score of the group's students who study the same subject traditionally in the distance attainment test.

Study limits : Students of the fifth grade of literature belonging to the Directorate General of Education of Baghdad Governorate Al-Rusafa II school year 2018 / 2019, and teaching subjects of philosophy and psychology subject to teaching to students of the fifth grade literary in the Republic of Iraq composed a committee from the Ministry of Education.

Definition of study terms:

Effectiveness: Known by:

- (Fatlawi, 2003): "It is to work hard to achieve the goal by achieving the desired outcomes and correcting them by the standards of puberty." (Al-Fatlawi, 2003: 19).

• (5018): "These are the desired changes that occur as a result of the experimental study procedures." (5,2018: 266)

The researchers defined it procedurally: The ability of the students of the experimental group to achieve the desired results after studying the specific subject prepared by the researchers and analyzing the results of the achievement test that will be applied to students at the end of the trial.

Teaching: Known by:

• (Shubar and Abdul Rahman, 2006): "A purposeful human activity and an executive plan in which the teacher and the student interact and the subject of learning and its environment and this activity leads to the growth of the cognitive, skill and emotional aspect of both the teacher and the student and this activity is subject to a comprehensive and continuous evaluation process." (Shubar and Abdul Rahman, 2006, 20)

• (Adwan and Muhammad, 2008): "A deliberate humanitarian operation aimed at helping learners learn, it is the technological application aspect of education, and includes the conditions of learning and education together, and needs a teacher or a machine, and may take place inside or outside the classroom." (Aggression, 2008, 30)

The researchers knew it procedurally: A planned activity aimed at absorbing the subjects of philosophy and psychology in the students of the fifth grade literary and to reach the best results in the achievement of those subjects that will be presented to them during the period of the application of the experience.

The strategy of Veldar and Silverman:

• (Felder&Silverman, 1988) : "A strategy called indexing learning methods to diagnose students' learning methods within four bipolar dimensions (practical, meditative, intuitive, visual, verbal, sequential- holistic) to identify individual differences between students in addition to teaching strategies that fit each of the eight learning methods to provide different parts of the educational content according to each student's learning style." (Felder&Silverman , 1988 : 674)

The researchers knew her procedurally: A strategy for learning students in the fifth grade following their respective preferred learning method in determining their learning method according to the highest score obtained by each student.

Collection: Known by:

• (Aqeel, 2004): "It is the knowledge and skills that students acquire as a result of studying a particular subject or educational unit" (Aqeel, 2004:114).

• (Abu Jado, 2011): " A structured procedure to determine how much students learn in a subject in light of specific goals " (Abu Jado, 2011:114)

The researchers knew it procedurally: the amount of information that students of the study sample acquires throughout the experiment as measured by the grades they receive after responding to the dimensional achievement test prepared by the researchers, and applied to the sample of the study at the end of the experiment."

Chapter Two

(Theoretical framework and previous studies)

First: Theoretical framework:

First time / Building theory: The existence of this huge amount of information, and experiences have led to the emergence of great difficulties in the processes of obtaining that information, and experiences, which lost the process of learning and education balanced in achieving the goals, and the goals set for them, and therefore began to crystallize the idea of structural theory, and began to become widespread in the field of education because it was the basic tool, and the convenience of the process of improving learning environments and improving its outcomes and was most of its interest is to activate learners and create their own knowledge structures, and create a situation From the cognitive balance between the ancient cognitive structures and the cognitive structures acquired later, and in the absence of agreement on a single definition of structural theory, it was necessary to balance a set of definitions in order to reach a comprehensive definition that helps to understand them clearly, as the

International Dictionary of Education defined them as "a vision in the theory of learning and child development based on the fact that the child is active in building thinking patterns, as a result of the interaction of his innate abilities with experience." And that this definition did not indicate all the structural features, but identified a certain part of them, and when the contemporary building theorists looked at it, they did not provide an accurate, comprehensive and concise definition of the building, but they talked at length about them. There are reasons, including the construction of a modern concept in the literature of educational and psychological sciences and it takes a long time to know them clearly, as well as the different philosophical structures of the founders of this theory, as it was given sufficient freedom for those engaged in this field to interpret it according to their understanding and knowledge of it. (Olives, 2003: 17-18)

The historical basis of the structural theory : The idea of structural theory is not born of the present era but there were many perceptions of the features of that theory and manifested in the works of Socrates, Plato, and Aristotle through what they mentioned about the formation of knowledge in the individual, as well as St. Augustine who sees that the sensory experience of the individual reveals the facts of the people, then came the period of people and doubts enough senses, and how well the mind was able to reach certainty against the nature of things, and led that era Decart and Axanvan then Followed by the period of the philosopher was that the mind is the one that is the knowledge based on his perception, and that these mental images fit the experience and followed by the period led by Darwin, which was based on adaptation between the individual and the environment in which he lives, both William James, George Smile and John Dewey confirmed that knowledge is the goal of serving the requirements of the individual in life, but the structure has clearly and explicitly demonstrated its features in the work and research of researchers Jean Piaget and Von Glassfield, Who put The exact scientific basis for the launch of this theory, and its arrival in its current form. (Olives and olives, 2003:27-30)

Building and its most important theoreticians : There are many contemporary theorists of structural theory, who have contributed to laying the foundation stone for that important theory in the process of learning and education, which is characterized by the fact that it is in a state of continuous development and growth, including these researchers, educators:

- 1- Ozbel is the author of the theory of meaningful learning (1968).
- 2- Rogz is the author of the theory of news learning (1969).
3. Figotsky, author of social cognitive theory (1982).
- 4- Glassfield, author of ideas on fundamentalist construction (1989).
- 5- Piaget is the author of the theory of cognitive growth.
- 6- Brunner, author of The Theory of Symbolism (1990).
7. Novak, author of ideas on human construction (1993). (Kanani, 2009:34)

Axis II: Felder and Silverman Strategy: The founder of this strategy is Richard Felder, who is a professor of chemical engineering at the University of North Carolina in the United States of America with Linda Silverman (L.Silverman), a professor of psychology at Denver University. Some prefer to learn by giving lectures and others through practical presentations and some through discussion and other methods, what is given to the learner inside the classroom would increase the preparations and abilities of learners in learning. (4 :2011 Lada,)

Felder and Silverman's Teaching Steps:

- 1- The first step: practical style – meditative : The owners of this method learn to work by experimenting and working in small groups and prefers to teach this type of learners through discussions and discussions or by experimentation or Collective work, while meditative, prefers to give him enough time to meditate, use writing, abstract thinking and individual work.
- 2- Step 2: Sensory style - intuitive: Learning here by sensory or visual thinking with a orientation towards the facts and methods preferred by the sensory learner is through practical realistic applications, physical information, while the intuitive learner is taught by making connections or conceptual plans, open intellectual duties and orientation towards theories beyond meaning.

3- Step 3: Verbal-visual style: The verbal learner tends to verbal information from explaining, uttering words, writing words and symbols as opposed to the pictorial ones that are taught using images of the verbal material, providing physical analogies to abstract ideas and using images, drawings, charts, programs, mapping.

Step 4: Sequential style - total: Learning here through careful sequential steps and the teaching of the holistic learner through presentation in sequential steps and confirmation of parts through which all are reached, but the holistic learner prefers to teach it by emphasizing all and parts, making links with other subjects or through the work of summaries of topics. (Zayer and others, 2014: 122)

Second: Previous studies : The researchers did not find studies that dealt with teaching the strategy of Fielder and Silverman in the specialization of psychology and the specialization of teaching methods i.e. in the field of education, and therefore the current study according to the science of the researchers is the first study in the Iraqi educational environment dealt with this strategy in the specialization of educational psychology or the use of this strategy in the teaching of philosophy and psychology to try it in the teaching of its subjects in the students of the fifth grade literary.

Chapter Three

(The curriculum and procedures)

Study methodology : The researchers followed the experimental study method, to suit the purpose of the study and its imposition.

Experimental design: The researchers adopted the experimental design called the design of the two equal groups with a dimensional test, and figure 1 illustrates this.

the group	The independent variable	Dependent variable	group of the study tool
Experimental	Wilder and Silverman	Achievement	Post-achievement
Control	-----		achievement test

Shape (1)

Experimental design of the current study

The study community : The study community reached (52) preparatory schools for boys and the number of students in it (10855) study sample: according to the book facilitation of the task issued by the Directorate General of Education Baghdad / Second Rusafa was identified schools, and in the manner of random withdrawal, was chosen (preparatory Jump for boys) to represent the sample of the current study, as the first procedure of sample selection, and the school was visited in order to know the number of students and the number of divisions, where the number of students of the fourth grade literary in this school (60) students, divided between two divisions includes division (A) 31 students and Division B 29 students, and since the current experience needs to be experimental and the other an officer, the researchers adopted the method of random withdrawal, where division b was chosen to represent the experimental group whose students were asked the subject of philosophy and psychology in the strategy of Fielder and Silverman and division (a) represents the control group whose students will study the same subject in the traditional way, then (3) of the students of the two groups headed from last year were excluded statistically so that there is no effect of the experiment on retaining them, Within their groups to maintain the class and school system, the final sample (57) and table (1) shows this.

Table (1)

Number of students of the experimental and pre-and post-exclusion study groups

the group	Division	Number of students before exclusion	Number of repeaters	The number of students of the two groups after exclusion
Experimental	A	31	2	29
Control	B	29	1	28
total summation		60	3	57

The two study groups are equal: the time age calculated in months, the IQ test, last year's grades, and the results of the statistical analysis showed no statistically significant difference between the two groups, so the two groups are equal.

Control of extraneous change: the history of experimentation, accompanying accidents, abandonment and interruption, maturity selection of sample members, after experimental procedures, the confidentiality of experience, teaching, school building, educational means, distribution of classes.

Study requirements:

1. **Identifying topics:** The vocabulary of the philosophy and psychology book to be taught to fifth-grade literary students has been used.

2- Formulation of behavioral goals: The total behavioral goals as initially (60) reached behavioral goals, distributed at the three levels of the Bloom classification, and then presented to a group of experts specialized in the field of education and psychology, in order to show their opinion on the extent of In the light of their observations and proposals, some of the objectives were amended, other objectives were reformulated, and the percentage of agreement (80%) was adopted. A criterion for the validity of each of these goals until they were finalized after the amendment (60) behavioral objectives.

5. Preparing teaching plans: The researchers resorted to developing model daily plans to teach the subjects of philosophy and psychology to students of the experimental group according to the strategy of Fielder and Silverman and the number (19) teaching plan and (19) another plan for the control group that teaches its students according to the traditional method, and the topics to be taught during the duration of the experiment of the same book scheduled for fifth-grade students literature based on the content of the subject and behavioral objectives, and presented models of the plans on A group of specialists in the field of education and psychology, benefit from their opinions and suggestions, and the percentage of agreement (80%) was approved as a force to **judge the validity of the teaching plans.**

Study tool:

Remote collection test:

1- Determining the goal of the test : The goal of this test is to measure the achievement of students of the experimental and control groups after the completion of the experiment to learn the effectiveness of Fielder and Silverman's strategy in the achievement of philosophy and psychology subjects in fifth-grade literary students.

2- Determining the levels of knowledge field of the Bloom classification measured by the test: After drawing the opinions of the specialists in measurement, evaluation, education, and psychology, the researchers decided that the at-e-test should include measuring the first three levels of bloom classification of the knowledge field, namely (knowledge, understanding, application), because of its suitability for the nature of the fifth-grade students and the subjects of philosophy and psychology.

3- Preparing the table of specifications (test map): A- Determining the percentage of the importance of the chapters and the importance of the levels of objectives: in order to cover the test questions subject matter of the subject, and their levels of specific behavioral objectives and according to their importance, a test map should be prepared that includes the proportion of the importance of each topic

or chapter and the percentage of the importance of each level of the goals and distributed on each box of the map, Which is distributed by multiplying the percentage of the importance of the topic on the percentage of the importance of the level divided by (100), the researchers have adopted in the definition of the importance of separation (topics) the number of pages, which is a method adopted in many From the studies, the ratio of the importance of the classes as described in table (2) is the test map.

Table (2)

Test map of the proportion of the importance of the seasons and the importance of goal levels

class	Number Pages	Goal levels			Total	Total goals
		knowledge	Understanding	Implementation		
the first	19	9	7	4	20	60
The second	18	9	7	4	20	
the third	18	9	7	4	20	

B - Determining the number of test items and distributing them according to the proportions of the test map: The researchers found it appropriate to have the number of achievement test items (40), to match the time allotted for the answer, and to cover an appropriate area of subjects and goals. The number of achievement test items were distributed to the subjects and goals According to the percentage of its importance, as shown in Table (3).

Table (3)

Test map for the number of achievement test items

Semester	Number Pages	Number of test items			Number Total vertebrae	Total number of vertebrae
		Know 50%	Comprehension 30%	20% application		
the first	19	8	4	3	15	40
The second	18	7	4	2	13	
the third	18	7	3	2	12	

4- Preparation of paragraphs and answer instructions: The researchers adopted the paragraphs of the achievement test number (40) paragraphs in the initial form of the type of choice of multiple, and with four alternatives to answer one valid and the other wrong and the conditions were appalled by the wording of the questions of multiple when preparing the paragraphs in terms of the formula of the question and the linguistic composition of them, taking into account the four alternatives to each paragraph of the test, as well as prepared instructions on the test which included urging students to be serious and accurate in answering.

5- Criteria for correcting the test: The researchers prepared a typical answer to the key to correct the paragraphs of the test, as given a score (one) for the correct answer and (zero) for the correct answer, and the paragraph left unanswered was treated with more than one answer for the wrong paragraph treatment, thus the total score of those paragraphs ranged from (40) a maximum (zero) minimum, as the test editing paragraphs were corrected by the researchers themselves.

6- Clarity of instructions and understanding of the phrases: In order to prove the clarity of the test instructions and the extent to which the test is understood, the test was applied to (60) students randomly selected from the fifth-grade students Literary in the school (Preparatory Hattin) and the researchers asked them to answer the test in order to identify the ambiguities or lack of understanding of some paragraphs, and it became clear through this application that the instructions are clear and the paragraphs are understandable and that the average approximate time of answer about (33) minutes, and this time represents the range between the first student and the last student in the answer to the test

7- Statistical analysis of the test paragraphs: To calculate the psychometric characteristics of the vertebrae the test was applied on a sample consisting of (105) students randomly selected from the students of the fifth grade literary in two schools (Arabian Gulf and Sumer), these two schools were

selected randomly, and after applying the test to this sample and correcting the answers and calculating the grades for each paragraph and each student, the students of the sample ranked from the highest grade college to the lowest degree of college and then the two researchers calculated the characteristics of the semester of the paragraphs as follows :

1- The difficulty factor of the paragraph : When calculating the difficulty factor for each of the test paragraphs it was found to range from (0.43 -0.55), so the difficulty coefficients were acceptable.

2- Paragraph recognition factor: The researchers ranked the grades of students of the sample analysis of paragraphs of the size (105) students from the highest score to the lowest score and identified the upper and lower groups by 50% in each group and used the equation of distinguishing paragraphs with a bilateral answer (correct, wrong), all the coefficients of distinguishing paragraphs were acceptable, and the discriminatory strength of each of the test paragraphs was calculated and the results ranged from (0.55-0.66).

3- The effectiveness of the wrong alternatives: The wrong alternatives of the multiple-choice questions should be attractive to the respondents, especially for the lower group, as well as the result of the equation of discrimination in each wrong alternative negative, and when using the equation of discrimination with the wrong alternatives for each paragraph it turns out that they are all attractive to the low-level respondent selected by more than one of the highest level.

4- The psychometric characteristics of the test:

First - Believe the test:

A- Virtual honesty: The test was initially presented to a group of experts specialized in the field of education and psychology and specialists in the field of measurement and evaluation, and the paragraphs that received an agreement ratio (80%) or more were adopted as a standard for the acceptable paragraph. B- The authenticity of the content: This has been verified by preparing a table of specifications to ensure that the paragraphs represent the content of the subject and behavioral objectives, and therefore the test is honest in terms of content.

II - Stability of the test: the stability was verified by the equation "Alpha Kronbach", the coefficient of stability (83,0) is a good stability factor because the coefficient of its common interpretation which is a quarter of the stability coefficient is equal to about (70%)

Procedures for applying the experiment:

1- Teaching the two groups (experimental and control) by one of the researchers.

2- Teaching the fourth, fifth, and sixth chapters of the Book of Philosophy and Psychology, which is devoted only to the subjects of psychology for both groups.

The same educational means were used for both groups.

4- The achievement test was applied to the students of the two study groups simultaneously, which is the first lesson at 8:30 a.m. after agreeing with the headmaster regarding the time of the exam (test) after the researchers informed the students of the two groups of the test date a week before the test in order to achieve parity among the students of the current study sample in preparation and preparation for the test.

Statistical means: The researchers used the program (spss) for social sciences to extract the results of the study and procedures.

Chapter Four

(Presentation of the results of the study))

First: View the results:

The results of the hypothesis that stated : There is no statistically significant difference at the level of (0.05) between the average grades of students of the fifth-grade literary students studying philosophy and psychology according to the strategy of Veldar and Silverman and the average grades of the students of the control group who study the same subject in the traditional way in the test of distance achievement, and to verify the hypothesis notes the results of the two study groups on the achievement test, and as stated in a table (4).

Table (4)

Results of the T-test to determine the significance of the difference between the mean scores of the experimental and control groups on the achievement test

the group	the number	SMA	standard deviation	Degree of freedom	(t) Value		Statistical significance
					Calculated	Tabular	
Experimental	29	30,342	13,129	55	2,934	2,005	Significant
Control	28	20,143	15,497				

The average scores of students of the experimental group (30,342) were a standard deviation of (13,129) while the average arithmetic score for the student of the control group (20,143) was a standard deviation score of (15,497), and from the average comparison of the two grades the experimental group was higher than the average score of the officer group, which the researcher could conclude that the performance of the students of the experimental group was higher than the performance of the students of the officer group : And to make sure, the researchers used the t-test for two independent samples to see the difference between them, as the value of (t) calculated (2,934) which is greater than the value (t) tabular (2,005) at the level of indication (0.05) And the degree of freedom (55) and this result leads us to reject the zero hypothesis and accept the alternative hypothesis i.e. that there is a difference between the performance of the students of the two groups and that the difference came in favor of the experimental group, and in order to ascertain the objectivity of the statistical indication must be estimated the size of the effect size, as the result must be expanded to see the underlying effect behind it. The result of the statistical test should not be satisfied, the size of the effect size is a high objective method that follows on the basis of the statistical test used in advance to measure the magnitude of the effect on cohen method and other methods, because the results of the link are closed and not open in the sense that they are limited to the range (-1, +1) which It is easy to judge the size of the impact, the calculation of the correlation coefficient (r and the amount of (0,367), the magnitude of the effect is significant if the value of the correlation coefficient (0.50 - above), and therefore the magnitude of the impact of the Strategy of Phildar and Silverman on collection is average.

Second: Conclusions :

- 1- The strategy of Veldar and Silverman has contributed to raising the level of academic achievement among fifth-grade students in philosophy and psychology.
- 2- Following the strategy of Veldar and Silverman in teaching the subject of philosophy and psychology can achieve the educational and behavioral goals required for students at this stage better than the traditional method because it provides the student with a general idea of the minutes of the subject he will study and works to build an intellectual bridge between what he will learn and his cognitive structure and educational attitude.
- 3- Following the strategy of Veldar and Silverman helps the teacher of the subject to present it gradually according to the knowledge pyramid, which improves the quality and quantity of achievement in students and thus achieves effective learning.
- 4- Teaching with the strategy of Veldar and Silverman requires the teacher of the subject, possessing special experiences and skills, and specifically enable him to choose the appropriate teaching steps and plan, and to present it to the students appropriately to achieve the desired purposes.

Third: Recommendations :

- 1- Following the strategy of Phildar and Silverman in teaching the subject of philosophy and psychology to the fifth grade literary, because of its effectiveness in raising the level of achievement of students of the fifth-grade literature.
- 2- Include the subject of teaching methods and the subject of educational psychology and other educational materials in the faculties of education the foundations and strategic steps of Veldar and Silverman.
- 3- Include course programs for teachers of the subject that include the foundations of the strategy of Veldar and Silverman in the teaching process.

4- Preparing a booklet from the Ministry of Education that includes the foundations and strategic steps of Phildar and Silverman, which can be used in teaching the subject of philosophy and psychology, and distributing it to the middle schools.

Fourth: Proposals : Conduct a study similar to the current study in variables other than achievements such as acquisition, and other dependent variables such as thinking about its types.

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