

THE EFFECTIVENESS OF A PROPOSED STRATEGY ACCORDING TO THE BIGGS MODEL OF THE METHODS OF LEARNING IN EXPRESSION PERFORMANCE AND THE DEVELOPMENT OF THE SKILLS OF THE KNOWLEDGE OF THE STUDENTS IN THE FIFTH GRADE SCIENTIFIC

ADNAN ABDULKAREEM MAHMOOD, Prof .Dr. SAADALI ZAYER,
Prof .Dr.HAIDER ABDULZAHRA HADI

Ministry Of Higher Education And Scientific Research
University Of Baghdad, The faculty of Education Ibn Rushud of the Human inies
Department Of Educational And Psychological Sciences

ABSTRACT

The research aims at identifying "proposed strategic effectiveness based on the Biggs model of the methods of learning in expression performance and the development of the knowledge skills of students in the fifth grade of science" by verifying the validity of the following zero hypotheses:

There are no statistical differences at (0.05) between the average scores of the students of the experimental group which are taught according to the proposed strategy and the average scores of the students of the control group that are taught in the usual way in the expressive performance tests.

There are no statistically significant differences at (0.05) between the average scores of the experimental group students who are taught according to the proposed strategy and the average scores of the control group students studied in the traditional method used in the post-knowledge skills scale.

The researcher used the descriptive approach as he worked on building a proposed strategy according to the Biggs model of learning methods. The researcher applied the experimental method which was exactly the partial design of the research. The researcher randomly selected (Thanhiyya Asdallah for Boys) of the Directorate General of the province of Diyala / Khalis district to represent the field of experience, the sample of the study (64) students. The researcher was rewarded with variables such as (the age of time calculated in months, the scale of skills beyond the tribal knowledge). The researcher defined the scientific material of the expression material for six selected expression subjects for the fifth grade scientific students. The researcher developed final behavioral goals of (67) behavioral goals. The researcher prepared six teaching plans according to the Biggs model to teach the students of the experimental group, or the students of the control

group study according to the traditional method used. The research tool was the first six tests of the subjects of expressive performance, and the skill level of knowledge beyond (52) paragraph for three skills (planning, organization, evaluation) for students of the two research groups. The experiment continued with a full semester of 2018-2019. The researcher used the statistical means in the educational package of the statistical program spss 16, each of the (the test of two independent and interdependent samples, and the alpha kronbach, Pearson correlation coefficient.) At the end of the research, the researcher reached several results: In the experimental expression test I, II, III, IV, V, VI and for the experimental group, the students of the experimental group exceeded the control group students in the post-knowledge and deferred skills skills and for the experimental group. The researcher recommends several recommendations, including: (Adopting the proposed strategy according to the Biggs model of the methods of learning in expression performance and skills of knowledge beyond the students of the fifth grade scientific) The researcher made some suggestions (including a study similar to the current study in other classes such as fourth grade,

CHAPTER I: DEFINITION OF RESEARCH.

FIRST: THE PROBLEM OF RESEARCH:

Our educational institutions still suffer from problems in most educational materials because they rely on conservation and memorization in the teaching of the branches of the Arabic language. Indeed, the expression material comes at the forefront of educational materials that alienate students and evade teaching by teachers.). In addition, the researcher presented a questionnaire to a number of teachers of expression for students in the fifth grade (Appendix 2). After identifying their answers to the questions, it was found that there is a real problem in the expression. This weakness is due to several reasons. Teaching the teacher to follow (Hashemi, 2010: 94), which made the researcher address this problem research and try to reduce its severity by trying to answer the question whether there is "the effectiveness of the proposed strategy on the basis of the model Biggs for the methods of learning in expressive performance and the development of the skills of the knowledge of the students in the fifth grade scientific?"

SECOND: THE IMPORTANCE OF RESEARCH:

Education is above all a process of growth. It is a field for the learner to develop physically, mentally, socially and emotionally, knowledge and skill. It is a process of growth of the human personality, both as a body and soul, as mind and emotion and action. That the teacher of knowledge transfer needs a language to

convey the expertise, information and skills to achieve his classroom goals. The Arabic language is the instrument of understanding, the means of understanding and the national bond of the unity of the Arab nation. The Arabic language is a tool for expressing thought and feelings. (Al-Dulaimi and Hussein, 1999: 25-26). The expression is a sport for the mind and expands the circle of students' ideas and their choices through discussion and writing, developing the circle of observation, and increasing their vocabulary. By providing them with vocabulary and For Svasefh 2011: 176). The expression of literary and social activity is the way in which the individual shapes his thoughts, feelings and needs in a sound language. The means of communication and communication are not useful unless they are true and precise, depending on the quality and validity of the expression. (Ashour and Muhammad, 2009, 21) The researcher believes that expression is a great place in the life of students, and its importance is a factor for their academic strengths and increase their expression and linguistic activity, but he needs different skills for his proficiency in the field of teaching and these skills beyond knowledge.

Knowledge-based skills help students to learn from others and to increase awareness of self-reflection processes, as well as planning, monitoring and evaluation skills that control and manage cognitive processes accurately (Afon and Mahatah, 2012: 194). The importance of the current research can be summarized as follows:

.1The importance of Arabic as the language of the people of Paradise, the language of the Holy Quran and our official and national language, and it is the responsibility of its children to maintain and preserve it from every outsider.

.2The importance of expression as a means of communication between the individual and others, and the means of understanding among the members of society, and is the desired goal of all subjects of the Arabic language.

.3The importance of models of modern learning methods that work to stimulate students' learning in educational situations within the classroom through the thrill and motivation of the stages of school education, including the Pager model of learning methods.

.4The importance of building modern educational strategies that make the learner the focus of the process of learning and education as it results in increasing the intellectual mentality of students and help them to build scientific concepts and skills development.

- 5The importance of knowledge skills in teaching, especially as it helps students to deepen their thinking and increase their cognitive achievement for the better.

.6The importance of the preparatory stage because it contributes to the preparation of the student a good preparation in the community, and works to develop talents and seeks to solve various problems through his knowledge and aspirations.

THIRD: THE OBJECTIVE OF THE RESEARCH AND ITS HYPOTHESES:

The current research aims at the following:

- 1Building a proposed strategy based on the Biggs model of learning methods for expression material for students of the fifth grade scientific.

- 2to verify the effectiveness of the proposed strategy in the performance of expressive skills and knowledge beyond the students in the fifth grade scientific expression.

In order to verify the research objective, the researcher formulated the following zero hypotheses:

•There are no statistically significant differences at (0.05) between the average scores of the experimental group's students who are taught according to the proposed strategy and the average scores of the students of the control group that are taught in the usual way in expression performance tests.

•There are no statistically significant differences at (0.05) between the average scores of the experimental group's students who are taught according to the proposed strategy and the average scores of the control group students studied in the traditional method used in the post-knowledge skills scale.

FOURTH: - LIMITS OF RESEARCH: -

The current research is determined as follows:

Students of the fifth grade.

- 2Secondary schools and preparatory day for boys under the Directorate General of Education in the province of Diyala.

- 3the first semester, and the second of the academic year (2018 - 2019.)

-4Scientific boundaries: a number of topics of expression (science, family, mother, spring, generosity, homeland)

FIFTH: - TERMINOLOGY- :

)Salmi et al., 1998: 187): The effectiveness of the individual in achieving his or her actions to a certain yield is also a test that measures the human response in terms of certain criteria.

□ Effectiveness: The efficiency of the students of the research sample in the performance of the test prepared to know their responses on the expressive subjects to achieve the objectives set.

- 2Strategy: - Known as (Afon): It is an organized plan to achieve educational goals include methods, techniques and procedures used by the teacher to achieve the goals set in light of the possibilities available (Afaf, 2012: 26.)

-The researcher knows Ajaya: a set of steps and procedures practiced by the researcher on a sample of students in the fifth grade scientific purpose of achieving the goals set through the methods and educational activities.

- 3Biggs model of learning methods: knew"

Biggs: is the triple model of learning methods that includes the two elements of motivation and strategy, which consists of three methods: superficial, deep and collective, which are concerned with the real understanding of what they have learned and the ability to summarize, interpret and analyze and connect theoretical ideas with life experiences (Biggs, 2011: 107)

.4Performance: a. Language: Ada went. And the camel: nostalgia and extended to the voice, and the blood of the camel to perform Ada: wasted. The thing and the rope do it. Ada: the length of a pestilence in the earth will lead. (Ibn Manzoor, 1999: 94)

B: Asthala: Known: Aboshaira and Ghabari: is the exercise of competence at a certain level of thinking.

)Abushaira and Ghabari, 2011: 87)

□ Procedural definition of performance: is the linguistic achievement of the students of the research sample to reach a specific goal and be measurable and observable.

- 5Expression: A. Language: Through the vision crosses the words and words and through them: interpreted it and told what is the matter of the matter,

and crossed the river and the road crossing it. And passed through it from these lessons. (Ibn Manzour, 1999, C 9: 172)

B: Asalaa: Known as the "Beja": that one to talk, or write about the internal feelings and feelings, and ideas, and meanings, in good terms correspond to the levels of different students (Baja, 1999: 284)

The procedural definition of expressive performance: It is the linguistic achievement of the students of the research sample in expressing their thoughts and feelings in a proper manner in the chosen subject. This achievement is measured according to the corrective corrections, and is expressed in the grades obtained by the students in the serial tests of the research sample.

A: Language grew and grew and grew up and grew up to God, and increased in the growth of them, and so on in the reckoning which raised him. (Al-Farahidi, 2003, c 4: 170)

B: Asalaa: defined (Zair and inside): is the development and progress of the learner as a result of exposure to the variables of effective education. (Zayer and Inside, 2012: 157.)

□ Procedural definition of development: the progress that takes place in the personality of the student as a result of variables that affect him and thus increase his knowledge in the performance performance.

- 7Skills: - Known:

•Al-Hashemi and Al-Dulaimi: It is the performance that leads the individual quickly and easily and accurately whether that performance, mentally or mentally, while saving time, effort and costs. (Hashemi and Dulaimi, 2009: 23)

•Procedural definition of skill: is the performance of the student is done quickly and accurately and a lack of time and effort to achieve the goals.

- 8Beyond knowledge: Salami defines it as a cognitive assessment and observation of individuals'

cognitive activities, that is, thinking about the adequacy of their thinking. They monitor their thinking, evaluate their problem solving, evaluate their assessments in a solution-oriented manner, choose strategies to achieve those solutions, and use systematic thinking. (Salami, 2012: 11.)

□ Procedural definition: A cognitive process consisting of three skills according to the Steberg classification for the skill of planning, monitoring, control, information management and evaluation to achieve the desired goals.

- 9Grade 5 Scientific: It is one of the classes of the post - intermediate stage in Iraq, and the duration of study is three years, and the function of preparation for scientific life, and includes the fourth (and fifth grade) scientific and literary, and the sixth row branches (scientific and literary) (Ministry of Education, 1990: 4)

CHAPTER II: THEORETICAL ASPECTS AND PREVIOUS STUDIES:

FIRST: LEARNING METHODS FOR PIGGS:

Piggs believes that learning methods are only learning methods for learners. Through his work and continuous research in the field of learning, he found that the learning patterns are three:

1 .Style of surface learning method:

This method is based on external motivation and fear of failure. Learners who learn according to this method see that their way to access jobs is the school so they are interested in completing their educational tasks and the requirements of the study through the processes of conservation and retrieval of information to get the exam and success. That is, they concentrate on the grades in the exams rather than on the meaning of learning, that is, their learning process is the process of keeping the information fully for the purpose of performance examinations collection. (Atiya, 2016: 96)

2- style with a deep learning method: This method depends on the motivation and the real understanding of knowledge, the learner in this method of learning is interested in the subject of the study in terms of understanding and understanding and grasp the importance of professional, and remains interesting study of the concerns of learners, wishing to link educational experiences and integration and seek learners Here on discovering the meaning and purpose of school learning, and learners here have the desire and inclination towards what they study and connect theoretical ideas with the daily experiences in the educational environment they are part of and all for the purpose of obtaining knowledge from different courses The learner here has the ability to interpret and analyze the information and knowledge provided to them, and then they have the ability to explain and summarize and identify the main ideas and distinguish between the secondary ideas organized content of the study, and remains important to them that they have the ability to link the previous information information New. (Ali and Al-Mashhadani, 2014: 97)

3- style of learning learning method:

Learners who belong to this pattern are interested in getting grades more than their attention to learning tasks, so we find them to improve the methods of study and time distribution and investment for excellence in grades and their features:

- 1- the pursuit of high grades distinguish them from others.
- 2- interest in time management and the distribution of effort between lessons.
- 3- Ability to invest the previous exams in the prediction of new questions, (Attia, 2016: 97)

SECOND: SKILLS OF BEYOND KNOWLEDGE:

The skills of knowledge beyond the knowledge of one of the components of human intelligence helps students to learn the subjects and help them to become smart beginners and skills beyond knowledge should be attention as the skills of thinking and work on the development of students because it reflects on the development of cognitive thinking of different types

and this is reflected in the learning of students and enable them from Article learned (Mohammad, 2010: 30). The researcher adopted Sternberg's meta-knowledge rating into three main skills. Each skill includes sub-skills and key skills (planning skills, observation, and evaluation).

Fourth: Previous Studies: By introducing the researcher to the educational literature, and having conducted a survey of scientific databases and search engines specializing in Arab and Iraqi studies, the previous studies included the following:

The study was based on the descriptive approach to the subject of psychology, the number of sample 119 students from the second stage, and was a tool The study uses the statistical methods used to transfer the mono-variance. At the end of the study, the researcher reached the following results (no statistically significant differences at level (0,05) for surface and strategic method between high and low achievers. : T-o.(

2- Study Saadi 2009 Iraq: The study aims to identify (the impact of the strategy of the six hats in expression performance and post-cognitive skills in the students of the institutes of preparation of parameters) and adopted the researcher on experimental design, and the number of research sample (61 students) The research tool is the sequential tests and the post-cognitive skills test. The statistical methods were used (the T-test for two independent samples, the Kay box and the Pearson correlation coefficient). At the end of the experiment, after the statistical analysis, results were obtained (there is a statistically significant difference for the experimental group, Expressionist and cognitive skills of the students post-control group) (Saadi 2009: o(

3- The study of Hassan, 2016, Iraq: The study aims to identify (the effect of the use of Intostel and Biggs models in expression performance and the development of creative thinking among students in the preparatory stage) and relied on the experimental design of the research of the expression material, and the number of sample 82 students from the fifth grade

literary, In the end of the study, the researcher reached the results of which (there was a statistically significant difference at (0.05) level for the students of the first and second experimental group, which showed superiority in the development Performance Abiri and creative thinking on the students of the control group) (Hassan, 2016: t(

Third: The aspects of benefiting from the previous studies:

1-Identify the many literature and scientific sources and references that enrich the current study.

2- guide the researcher to the sources of the model Biggs for learning methods, skills and knowledge beyond, and expression.

CHAPTER III: RESEARCH METHODOLOGY AND PROCEDURES:

FIRST: RESEARCH METHODOLOGY:

The experimental approach is a deliberate modification of the specific circumstances of a phenomenon, and the observation and interpretation of the changes that occur (Abd al-Rahman and Zilka, 2007: 474). The researcher followed the experimental approach to identify (the effectiveness of a proposed strategy according to the Biggs model of the methods of learning in expression performance and the development of skills of knowledge beyond the students of the fifth grade scientific.(

SECOND: RESEARCH PROCEDURES:

Experimental Design:

The researcher relied on experimental design based on the objectives of the study and its variables and the conditions under which it will be carried out, regardless of the results obtained through the analysis of data, more accurate and more honest and objective (Raouf, 2001: 179.(

As a result of the above, the researcher adopted the partial experimental design as it fits the conditions of this research, and in Figure (1) shows this.

the group	the tool	Independent variable	The dependent variable	the tool
Experimental	Tribal Test Skills of backwardness Knowledge	Proposed strategy On a model basis Biggs	Sequential tests And the scale of knowledge skills	Tests Sequential to expressive performance Post-test skills beyond knowledge
Control				

Figure (1) experimental design of the research

2- The research community and its design: The research community is defined as: a scientific and systematic term intended for everyone who can disseminate the results of research, whether individuals, books or schools (Assaf, 1987: 91). The current research community consists of preparatory schools for boys in Diyala governorate for the academic year 2018-2019

As for the sample of the research: it is that part of the vocabulary of educational educational phenomenon of the subject of research, which the researcher chooses according to certain conditions to represent the original society (Noah, 2004: 69). The current research sample was divided into the following:

A - Sample of schools: - The researcher randomly selected in agreement with the Directorate of preparation and training secondary school (Asad Allah for boys) of the Department of Education Khalis.

B - Sample of students: - visited the middle researcher (Asad Allah for boys) was the fifth grade preparatory / scientific branch and the number of sample (64) students.

THIRD: EQUIVALENCE OF RESEARCH GROUPS:

The researcher was keen before the experiment on the equivalence of students of the two groups of research statistically in some variables that are believed to affect the safety of the experiment and the following variables:

The average age of students in the experimental group (203,00) months and the average age of the control group (203,09) months. To find out the significance of the statistical differences, it was found that the difference is not statistically significant at the level of significance (0. , 05). The calculated T value (0.059) was smaller than the T-table value (2.00) and the freedom degree (62). This indicates that the two groups of research are statistically equal in time.

- 2Test the skills of tribal knowledge beyond. The table below shows that the two groups are statistically equivalent at 0.05 level. In the tribal test.

Table (2)

The results of the calculated T, T and M values and the standard deviation of the scores of the students in the two groups in the test of the skills of tribal knowledge.

Metacognitive Skills	The group	Number	Arithmetic average	standard deviation	T value		Level of significance	The statistical significance at the level of 0.05
					Calculated	Table		
Planning	Experimental	32	33.437	4.613	0,05	2.000	0.275	Not statistically significant
	Control	32	33.125	4.491				
Monitoring	Experimental	32	27.562	3.600	0,05	2.000	0.574	Not statistically significant
	Control	32	28.062	3.359				
Calendar	Experimental	32	25.218	3.279	0,05	2.000	0.705	Not statistically significant
	Control	32	25.750	2.723				
Total	Experimental	32	86.218	7.724	0,05	2.000	0.405	Not statistically significant
	Control	32	86.937	6.395				

FOURTH: CONTROL SOME OF THE VARIABLES EXTRANEOUS (NON-EXPERIMENTAL)-

A: - External factors, including the following- :

- 1- Selection of the sample: The researcher tried to avoid the differences in the selection of the sample by way of parity, as well as that the students of the sample of the search of a single social and cultural environment.
- 2- Experimental and Accident Attempts: Experiment has not been subjected to emergency conditions that impede its functioning and affect the dependent variable besides the effect of the independent variable, such as infectious disease, travel, etc.
- 3- Experimental Anthropology: - The research was not subjected to such a situation.
- 4-Maturation processes: This factor has no effect, because the duration of the experiment is equal to the students of the two research groups.
- 5- Measurement tool: - So the researcher used in this study a standard tool to measure the dependent variable in the students of the two groups of research, the researcher prepared six tests for the performance of the expression of the two groups of research and built the researcher a measure of the skills of beyond

the knowledge in expression for students of the fifth grade scientific characterized by honesty and consistency and objectivity.

- 6- Physical conditions: The characteristics and external indicators of the place where the experiment of lighting, ventilation and noise, which affect the patterns of behavior or variables associated with the research. (Abdulrahman and Zalka, 2007: 221)

B - Internal factors:

- 1- Experienced: - Studied the researcher himself students of the two groups of research.
- 2- Study material: - The study subject of the experiment was standardized for the experimental and control research groups.
- 3- trial period: - The duration of the experiment was equal to the experimental and control groups, for (16) weeks, which began on 2/10/2018 and ended on 14/1/2019
- 4- Distribution of the shares: - The expression material one share per week in accordance with the instructions of the Directorate General Curricula (Ministry of Education.)
- 5- Educational means: - The researcher used the same educational tools for the two groups of research when teaching the expression of the fifth grade scientific, and the equivalent of a

whiteboard, colored pens, and poster educational.

- 6- The building of the school: - The researcher applied his experience in the secondary school Assad God of boys.

FIFTH: RESEARCH REQUIREMENTS:

- 1- Determination of the scientific material: The scientific material in the selection of arbitrators was determined six expressive topics.
- 2- Formulation of Behavioral Goals: The behavioral goals reached their final image (67) behavioral goals.
- 3- Preparation of the teaching plan: The researcher prepared six teaching plans for the experimental group in accordance with the proposed strategy of the Biggs model of learning methods and students of the control group according to the traditional method used, and appropriate to the subjects of the experiment.

Search Tool:

A - Sequential tests of expressive performance:

The researcher prepared the six sequential tests in expressive performance.

B - Correcting the issues of editorial expression:

Correction rectifiers: The researcher relied on correct correction corrections to correct the students' writings of the experimental and control groups to be the measuring instrument for their expressive performance. These are corrected by al-Hashemi, which he built in 1994 to suit the nature of the current research.

C - How to correct:

After the students of the two groups of research from the writing on the subject expression, the collection of books, the correction is outside the row, and the researcher patch himself, correcting the subjects expressive according to the criterion of Hashemi

- 4- Authentic honesty to test expressive performance: The researcher presented the six tests in its preliminary form to the arbitrators and

specialists Annex (1) and obtained the approval of the arbitrators by more than (80%) and more.

5- Sample exploratory research

The researcher applied one of the subjects of expressive performance to the sample of the students (30) students randomly selected and the average time to answer the test is (39) minutes.

- 6- Stability of the correction of the expression of the researcher The researcher extracted the stability of the test expression performance by the stability of the correctors researcher and another corrector () and using the Pearson correlation coefficient, it was found that the correlation coefficient value was 0.85 and the stability coefficient (Melhem, 2002: 243.(

B) The test of meta-knowledge skills: the test as a subjective objective measure of a sample of behavior. Kronbach defined it as a systematic way of comparing the behavior of two or more persons. Unregulated standard methods such as casual discussions can not be considered tests (Raouf and Ehab, 2017: 51.(

- 1- Description of the scale: The scale consists of (52) experimental paragraph represented several sub-skills consist of planning skill of (20) paragraph and each paragraph three alternatives (A, B, C) the respondent to test what suits him, and the skill of observation of (16) Each paragraph has three alternatives to the respondent to test what suits him. The calendar skill consists of (16) paragraphs and each paragraph has three alternatives for the respondent to test what suits him, and a variety distributed among the three main skills of planning, monitoring and evaluation.

- 2- The method of correction and calculation of grades: - The researcher put each paragraph of the test three alternatives to answer, the alternative (apply to always), takes the score (3), and the alternative (apply to me sometimes), take class (2) Ali), takes the grade (1.(

- 3- Authentic honesty: The researcher presented a measure of the skills of thinking beyond the

knowledge in the expression of a number of experts and specialists in the field of teaching agreed that the arbitrators on the possibility of using the current research by more than (80%).(

- 4- Statistical Analysis of the Metacognitive Skills Scales: The analysis of the scales is a process of examining or testing individual responses for each of the test paragraphs. This process involves identifying the difficulty of the paragraph or distinguishing the paragraph and the effectiveness of the alternatives from the test paragraphs. (Star and Immortality, 2015: 107.(

(A) Distinctive power of paragraphs:

Psychological measures require the calculation of the discriminatory power of their paragraphs in order to exclude the undifferentiated sections of the respondents and to retain the paragraphs that distinguish them. Ghiselli points out that the paragraphs of high discriminative power should be selected and included in the scale

Highlight paragraphs in the style of the two extreme groups

For the purpose of identifying the discriminant force of the paragraphs in this method, the researcher applied the T-test for two independent samples to test the significance of the differences between the upper and lower groups of each paragraph. The T-value promised an indicator to distinguish each paragraph by comparing them with the tabular value at 0.05 and 52) Which was (2.00). All the paragraphs were found to be statistically significant and statistically significant (0,05(

(B) The relation of the degree of the paragraph to the total degree of the scale:

The correlation of the paragraph as a whole indicates the veracity of the paragraph. This method provides a criterion that can be used to find the relationship between individual scores for each paragraph and the total score of the scale. The correlation coefficient here refers to the level of the paragraph measurement of the concept measured by the total score of the scale (Anastasi, 1976). The

researcher used the Pearson correlation coefficient to extract the coefficient of correlation between the scores of each paragraph and the total score of the scale. The forms analyzed in this method were (100) form, which are the same forms that were subjected to statistical analysis. All correlation coefficients were found to be statistically significant at 0.05) And the degree of freedom (98) as the correlation value of the correlation coefficients (0,196)

(C) The relationship of the paragraph to the degree to which it belongs:

The correlative relationship of the scale paragraphs with the skill of the measure was extracted using the Pearson correlation coefficient. The result was that all the paragraphs were a statistical function of the skill to which they belonged. The values of the calculated correlation coefficients were greater than the tabular value of (0,196) at the level of (0.05) Freedom (98)

Internal Link Matrix:

This kind of truth was verified by extracting the correlation between the scores of respondents between the skills of the scale with each other and with the total score using Pearson correlation coefficient. The results indicated that some correlation coefficients between the skills were not statistically significant. (0.196) at the level of significance (0.05) with freedom degree (98)

E - standard characteristics of the scale: honesty and stability must be available in each scale, to be valid for use, as honesty and consistency of the most important aspects of the scale.

Honesty Validity: Achieve honesty in the current measure through the following methods:

a. Virtual honesty Face Validity:

The researcher has achieved this kind of truthfulness of the Metacognitive Skills Scale by presenting it to the arbitrators, and taking their views on the validity and instructions of the standard clauses and their approval.

B. Construction Validation:

It is the extent to which the scale can refer to a specific theoretical construct or property (Anastasi, 1976: 126). The correlative relationship between the construction trust ranged from 0.67 to 0.82.

Reliability: The research used the formula of Alpha Cronbach. The responses of the statistical analysis

sample (100) were taken and the stability coefficient (0.78) was reached.

sample exploratory research: The researcher applied the scale of skills of knowledge in the expression on a sample of students (30) students randomly selected from the same research community of students in the fifth grade of science in the middle of Khalis for boys, and the average time to answer the scale is (42) minutes.

SIXTH: THE EXPERIMENT:

The researcher started his experiment on the sample of students selected in the preparatory (Asad Allah for boys) on Tuesday, 2/10/2018. The experiment ended on Monday, 14/1/2019.

SEVENTH: STATISTICAL MEANS:

The researcher used statistical bag for statistical program SPSS (19) updated, which is one of the best statistical programs, including statistical means as follows:

- 1- T-test for two independent samples: for the equivalence between experimental and control groups.
- 2- T-test of two linked samples: to find the differences between the experimental and control groups in the skill scale of the tribal and remote knowledge in the written expression.
- 3- The power of excellence of the scale: to know the strength of the excellence of the scales of skills of knowledge beyond the written expression.
- 4- Vcronbach equation: The researcher used the equation Vcronbach to extract the stability of the scale skills of knowledge beyond.
- 5- Pearson correlation coefficient: - The researcher used Pearson correlation coefficient in order to extract stability in the test retest method for expression test for the students of the two research groups, as well as finding the relation between the total score of the scale and the degree of skill and each paragraph.

CHAPTER IV: PRESENTATION AND INTERPRETATION OF RESULTS, CONCLUSIONS, RECOMMENDATIONS, PROPOSALS.

FIRST: VIEW RESULTS:

This chapter includes an overview of the researcher's findings as follows:

Objective 1: To build a proposed strategy based on the Biggs model of learning methods in expressive performance and the development of the knowledge skills of fifth graders.

This objective was verified through the procedures involved in the proposed strategy building steps based on the Biggs Model of Learning Methods.

Objective 2: To measure the effectiveness of the proposed strategy according to the Biggs model of the methods of learning in expression performance in the fifth grade students.

Results related to this objective will be presented according to the following two zero assumptions:

First Zero Hypothesis: There are no statistically significant differences at (0.05) between the average scores of the experimental group students who are taught according to the proposed strategy and the average scores of the students of the control group that are taught in the usual way in the expression performance tests.

The researcher applied six tests for expression performance and to verify the null hypothesis

The researcher applied the second test of expression performance to the students of the experimental and control groups. It was found that the calculated T value of (3,187) is greater than the table T value of (2.00) at the level of significance (0.05). This means that there are significant differences Between the experimental group studied according to the proposed strategy and the control group studied in the usual way in the second test of expression performance and for the benefit of the experimental group.

The researcher applied the third test of expression performance to the experimental and control groups. The calculated T value of (4.105) was greater than the

T-table value of (2.00) at the level of (0.05) meaning that there are statistically significant differences between the group Which is taught in accordance with the proposed strategy and the control group that is taught in the usual manner in the third test of expression performance and for the benefit of the experimental group.

The researcher applied the fourth test of expression performance to the students of the experimental and control groups. It was found that the calculated T value of (7.120) is greater than the table T value of (2.00) at the level of significance (0.05). This means that there are statistically significant differences between the group Experimental study in accordance with the proposed strategy and the control group that is taught in the normal way in the fourth test of expression performance and for the benefit of the experimental group.

The researcher applied the fifth test of expression performance to the students of the experimental and control groups. The calculated T value of (6,178) is greater than the table T value of (2.00) at the level of (0.05) meaning that there are significant differences The experimental group is studied according to the proposed strategy and the control group, which is taught in the usual way in the fifth test of expression performance and for the benefit of the experimental group.

And the researcher applied the sixth test of expression performance on the students of the experimental and control groups, and it was found that the calculated T value of (10.659) is greater than the table T value of (2.00) at the level of significance (0,05) This means that there are differences of statistical significance between the group Which is taught in accordance with the proposed strategy and the control group that is taught in the usual way in the sixth test of expression performance and for the benefit of the experimental group.

The second objective is to measure the effectiveness of the proposed strategy according to the Biggs model of learning methods in the skills of the students of the fifth grade.

Results related to this objective will be presented according to the following two zero assumptions:

First Zero Hypothesis: There are no statistically significant differences (0.05) among the average scores of the experimental group, which is taught according to the proposed strategy and the average scores of the control group students studied in the traditional method used in the post-knowledge skills scale.

To verify this hypothesis, the researcher applied the post-knowledge skills scale to the experimental and control groups. After the statistical analysis,

The calculated T value of the planning skill of (5.044) is greater than the tabular T value of (2.00) at the level of (0,05) and the degree of freedom (62). This means that there are statistically significant differences between the experimental group studied according to the proposed strategy and the group The control is taught in the traditional way and for the benefit of the experimental group.

2-The calculated T value of the control skill (5.702) is greater than the table T value of (2.00) at the level of (0,05) and the degree of freedom (62). This means that there are statistically significant differences between the experimental group studied according to the proposed strategy And the control group that is taught in the traditional way and for the benefit of the experimental group.

3The calculated T value of the calendar skill of (6.236) is greater than the table T value of (2.00) at the level of (0,05) and the degree of freedom (62). This means that there are statistically significant differences between the experimental group studied according to the proposed strategy And the control group that is taught in the traditional way and for the benefit of the experimental group.

The calculated T value of the skills as a whole (9.838) is greater than the table T value of (2.00) at the level of (0,05) and the degree of freedom (62). This means that there are statistically significant differences between the experimental group studied according to the proposed strategy And the control group that is taught

in the usual way and for the benefit of the experimental group.

SECOND: INTERPRETATION OF RESULTS:

In light of the results presented, the superiority of the students of the experimental group who studied the subject of expression according to the proposed strategy to the students of the control group who studied the expression in the traditional way, the researcher believes that this is due to a number of reasons, including:

1- The proposed strategy according to the Biggs model provided students with opportunities to discover their writing abilities and their cognitive aptitude for the skills of beyond knowledge and to raise their level of education in the educational fields.

2- The proposed Biggs strategy responds to the different needs of students to demonstrate their new learning abilities, increasing their knowledge and improving their written writing performance.

3-The proposed strategy, based on the Biggs model, reinforces the educational activities that have been developed for the proposed strategy that have stimulated students' creative writing abilities through their learning methods and their dimensions from the laziness and preoccupation that occurs in the study of editorial expression.

THIRD

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