

THE EFFECT OF THE WALLACE MODEL ON THE ACQUISITION OF GEOGRAPHICAL CONCEPTS AND THE MOTIVATION OF COGNITIVE ACHIEVEMENT AMONG FIFTH GRADE STUDENTS

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SEARCH SUMMARY

The present research aims at identifying the effect of the Wallace model on the acquisition of geographical concepts and the cognitive achievement motivation of the fifth grade students. The researchers chose experimental design with partial control. The sample consisted of (59) female students (30) in the experimental group and (29) Student in the control group, the two groups were rewarded in the variables of the chronological age and educational achievement of the parents, and grades of the fourth grade

The researchers identified the scientific material that they will study, promising study plans, and testing for the acquisition of geographical concepts, and the measure of cognitive achievement motivation, and they were all presented to the experts, and verified their honesty and steadfastness.

The researchers applied at the end of the experimental experiment the acquisition of geographical concepts and the measure of cognitive achievement motivation on the students of the two groups. The data were analyzed and statistically treated. The results showed statistically significant differences Between the experimental group and the control group in the test, the acquisition of geographical concepts and the existence of differences of statistical significance in the measure of achievement motivation and for the benefit of the experimental group, and through this result the researchers reached the effectiveness of the Wallace model in the acquisition of geographical concepts and effectiveness in increasing the motivation of achievement and on the basis of the researchers made a number of recommendations and proposed Conduct studies complementary to the current research.

CHAPTER I: DEFINITION OF RESEARCH

- Search problem

Concepts are basic and necessary components of any subject, especially geography, which requires the development of students' thinking and ability to research and analysis, which in turn helps them solve problems they face and acquire knowledge and share with others. (Moussawi, 2011: 68-69) In addition to the above, weak and low acquisition of geographical concepts of students and lack of knowledge of some natural phenomena or misconception and confusion of geographical concepts to

lead to distraction during the lesson and confusion during the daily preparations, which has become a general problem facing this subject and must shift from the process of describing and clarify these Problem to the process of developing effective solutions. (Kubaisi, 2010: 103)

With the intention or inadvertently turned the problem of weak acquisition of geographical concepts to an influential factor at the individual and collective levels of students in the problem of lack or weakness of the development of cognitive achievement have solved such

a problem lies in the presence of motivation to the educational activity and the existence of motivation. (Nasrallah, 2010: 54)

And the factors influencing the student in the preparatory stage to achieve many educational goals. Knowing these factors and determining their size is the key to solving a large number of problems that students may face in their academic journey. Factors that affect students' success depend on the amount of motivation they have towards Achievement The stronger the motivation, the better the achievement. In contrast, the student's energy is reduced, his tendency to achievement decreases, and his scholastic achievement is neglected when the motivation for achievement drops. (Al-Yousfi, 2008: 3)

The loss of cognitive achievement is a rush in the opposite direction of learning motivation, but it is the desire to get away from everything about the subject matter, which is a major obstacle to the success of students or the achievement of the teacher's tasks or goals. (Nur, 2008: 75)

From all the above, the researcher saw and through his reading of the Iraqi studies in the field of teaching methods of social subjects in general and methods of teaching geography, especially to try the impact of an educational model in the acquisition of geographical concepts and motivation achievement knowledge of fifth grade literary students believes that this model was not tried in Resolve the problem addressed by the search title.

Therefore, the problem of research was solved by asking the following question:

(What is the effect of the Wallace model on the acquisition of geographical concepts and the motivation of cognitive achievement among fifth graders)?

RESEARCH IMPORTANCE

The subject of education is of great importance in developed societies as the main pillar in the making of the civilized man, which is based on the basis of scientific development and progress, and it is an important tool of civilizational construction and an effective factor in bringing about the social, economic and cultural changes in the world because it prepares the individual for life and makes it a real contributor to To

build and develop its society and its advancement in all fields, with appropriate opportunities for the development of its personality, body and mind and its full development. (Alian, 2010: 21-23)

Education has been the arm of education in the implementation of its endeavors. The need for education has been linked from the outset to the establishment, continuity and development of societies, which must be created by human progress in knowledge and the urgent need for education. All communities have agreed on its necessity and adopted various means to achieve it. (Zair and Yez, 2011: 16)

The strength of the state is measured by the degree of its scientific progress and the proportion of educational qualifications, not by the large number of its members or by the richness of its natural resources and military strength. Therefore, most countries in the developed world have been interested in the quality of education and the rise in its level. The curriculum is the effective means of the school to provide the learner with the concepts, facts, experiences and activities commensurate with his abilities and preparations for the development of his personality and to reveal himself and linking knowledge to work from the reality of life. Cognitive accumulation represents a challenge to the educational systems and their means of curriculum, including the geographical approach because it deals with the continuous relationship between man and his natural and social environment In the past related to the present and the change in his behavior, in the light of the interaction between the curriculum, education and society as moving systems and therefore there is no static curriculum it is necessary to keep the learner a Whatever new science. (Sugar, 2000: 19)

Curriculum study is part of the teacher's professional numbers and is closely related to the teaching methods and strategies. If the teacher undertakes the learning process and understands it, he will take appropriate methods and strategies. (Salama, 2008: 15)

In recent years, the methods and strategies of teaching have varied in many ways. They have been involved in experiments and applications of different methods and methods of teaching to identify each method, each method and each strategy and the good characteristics of each, and its impact on the development of the

educational process and the advancement of educational level, and the availability of taking into account the individual differences between students Learners, reaching their maximum level of performance. (The Trick, 2002: 226)

Diversity in the use of teaching models and strategies is an important factor in increasing learners 'interest in the subject as it facilitates their learning process and helps them to improve their performance. This difference is important in increasing learners' motivation towards academic success and cognitive achievement.

The Wallace model is one of the models whose foundations are related to the creative process and its multiple phases. It is influenced primarily by the genius of creativity and the psychoanalytic theory of creativity. (Shahry, 2010, 1)

The Wallace model focuses on linking and innovating mental and mental abilities, because the theories on which this model was based differed from being purely mental or cognitive, or a process of interaction between the two. all. (Saadullah, 2017: 21)

In the opinion of the researchers of course, it is not possible to propose a method or strategy or model ideal to achieve all the goals, and the desired goals, because each method or strategy or model and effective and successful in a particular educational situation and appropriate teacher may not fit another teacher, but will try through the current research to know the suitability of the model in Teaching through their knowledge of the literature of the model, they found that it is based on the strengthening of the internal towards learning for the purpose of increasing cognitive achievement.

This model relies heavily on learners 'responses and attitudes towards actual classroom activities rather than personal or cognitive assessment methods. Most studies and literature indicate that learning successful and effective learners is closely related to the methods and methods of teaching strategies that are appropriate to learners' learning styles, leading to learning Successful and effective. (King, 2011: 94)

As the concepts are fundamental in the development of science, it can be counted as a driving force for learners to acquire more new concepts. Understanding and

acquiring the concept leads to understanding a new concept. Hence, the acquisition of concepts is one of the general goals that education seeks to achieve through the teaching of subjects In all educational stages. (Olive, 1995: 80)

Based on this, the researchers believe that the basic goal of learning geography is to learn geographical concepts and acquire them, because these concepts help the learner in understanding the general structure of this material and in the transfer of learning. As a result, the geographical concepts in the learner's life become more important in front of the knowledge explosion. With a great acceleration, while it is not possible to provide the learner with all the information and facts, so the focus should be on each geographical approach and in each unit of study on the main and subsidiary concepts.

The motivation of cognitive achievement plays an important and significant role in raising the level of performance and production of the learner in the various fields and activities he faces. (Macleland, 1967) in his book Society of Achievement, which believes that the level of achievement in any area or any society is the outcome of the way in which the generation in this society, and the achievement of the achievement of an important role for the individual and his educational achievement and the society in which he lives. (Abdel Latif, 1990: 74)

So achievement motivation is one of the 20 needs identified by Morley and means to achieve something difficult and control the physical subjects or human beings or ideas and address and organize and do so with a degree of speed and independence and overcome the obstacles and achieve a high level of self-sufficiency and competition and superiority of others and increase self-esteem for The path of successful practice of competence where the literature confirms that the motivation of achievement includes three basic components (ambition and continuous effort) and (perseverance) and (skin and endurance). (Abu Hatab, 1980: 356)

In the opinion of the researchers that this type of motivation is more obvious when the student exceeds the age of the middle stage and turn to the preparatory stage as the development of mental and emotional reached a certain stage flowing through the same learner dreams and new hopes and prepare for the university so I chose

the fifth grade preparatory students community to discuss because they hold As he believed the hopes, aspirations and dreams, and their proximity to the university.

The preparatory stage is an important stage in the life of the individual as the basis for starting the undergraduate study, selecting the scientific professional future, and adapting the abilities of the students themselves and their abilities to be scientifically qualified to serve the community

• **RESEARCH ASSUMES :**

To achieve the objective of the research, the following hypotheses were formulated:

1. There was no statistically significant difference at (0.05) between the average of the students of the two research groups in the test of acquisition of geographical concepts.

2. There was no statistically significant difference at (0.05) between the average of the two groups of students in accordance with the cognitive achievement motivation scale.

• **SEARCH LIMITS :**

The procedures of this research are carried out in light of the following limits:

1. Fifth grade students in the public secondary schools and secondary schools in Baghdad governorate for the academic year (2017, 2018).

2. Geographical concepts included in the content of the chapters of natural geography book to be taught by the Ministry of Education in Iraq for the academic year (2017, 2018).

3. The academic year (2017-2018).

• **TERMINOLOGY:**

1. Effect: Ibrahim defined him as: the ability of the worker concerned to achieve a positive result, but if this outcome has not been achieved, the worker may be a direct cause of negative repercussions. (Ibrahim, 2009: 30)

The researchers know the procedure: is the change that occurs in the experimental group, after exposure to the independent variables and measured the degrees of dependent variables after the end of the experiment (acquisition of geographical concepts and the measure of cognitive achievement)

2. Wallace model: Ghanem as: "An educational model that includes a number of educational strategies to develop the process of thinking and understanding among learners and the construction of theories using the processes of aggregation and organization of information." (Ghanem, 1995: 165)

The researchers define it as a procedure: it is an induction process by giving a set of examples of the concept and then classifying these examples into belonging and non-belonging to the extrapolation and definition of the concept.

3. Acquisition: defined by the age as: "is the extent of knowledge of the learner what represents the concept and does not represent by his attention to the activities of the teacher and activities and then address the information in its own way to make sense by linking them to the information before saving it in his memory. (Age, 1990: 22)

The researchers know the procedure: The ability of the students of the research sample to define, distinguish and apply the concepts contained in the geographical material of the research experiment. This ability is measured by the total scores obtained by the student in the acquisition test prepared for the current research purposes and applied at the end of the experiment.

4. The geographical concept: Al-Laqqani and Al Jawad defined it as: "A mental perception merely gives a word or a name to indicate a geographical phenomenon and is formed by combining the common characteristics of the individuals of this phenomenon." (Al-Laqqani and Al Jawad, 1999: 163)

The researcher defines the procedure: A set of common characteristics that appear in a mental form by the students of the sample of the search for natural and human geographical phenomena, which are included in the topics of geography book for the fifth grade literary and to be taught by the Ministry of Education in Iraq,

subject to the research experience, whether these concepts words or symbols with a common relationship And are intended to be understood and assimilated. (

5. The motivation of cognitive achievement: defined as the degree of readiness and inclination of the individual to pursue a goal, and to succeed in achieving and mastering that goal. This goal is characterized by certain characteristics, attributes and criteria (Adas, 1998: 51)

The researchers define the procedure as a degree obtained by the students of the research sample by answering the paragraphs of the scale used in the current research.

6. Geography: Al-Hitti defined it as: the study of natural and human phenomena and what exists on the surface of the Earth on the one hand, similarities and differences, and the factors that explain this. "(Al-Hayti, 2005: 9)

The researcher defines the procedure: the set of facts, concepts, information and skills contained in the book of principles of geography for the fifth grade literary, which the Ministry of Education decided to teach for this stage for the academic year (2017-2018).

7. The preparatory stage: This is a post-intermediate and pre-university stage that lasts three years and includes years of age (16-18). It is complementary to what the student studies in the intermediate stage and provides more information than what he has studied in the intermediate stage.)

The procedural definition is: the students who apply the research experience, in the experimental and control groups

CHAPTER II: BACKGROUND THEORY AND PREVIOUS STUDIES

The two researchers deal in this chapter two axes: the first theoretical background, the second the previous studies.

Axis I: Background Theory

FIRST: STRUCTURAL THEORY

1. Concept of structural theory

The constructivist theory of learning emphasizes the importance of building learners and then reconstructing the meanings of their own ideas about how the world works, and that experience requires arousing all the senses of the learner so that they can have meaningful learning and can be described constructively through an old Chinese example that carries the objectives of "I hear and forget" I see and remember "," I work and understand. "

The structure is expressed in its simplest form and explained its meanings that knowledge is actively adopted by the learner and does not receive it negatively from the environment. (Marin, 2000: 266)

2. The advantages that distinguish structural theory from the rest of the theories

a. Structural theory is concerned with the internal cognitive processes of the learner.

B. Structural theory emphasizes that the learner is the active element.

T. Structural theory focuses on internal procedures of thinking. (Yamani, 2009: 48)

3. Characteristics of structural theory

Several prominent characteristics of constructive theory can be identified which can have an impact on educational attitudes:

a. The learner is not perceived as a passive recipient of the information and knowledge provided to him, but he makes a mental effort to interact with the material presented, and his ability to recall the previous experience associated with the subject and link it with the new information.

B. The learner has the responsibility to educate himself.

T. Learning is an active process through which the learner seeks to build meaning.

W. Knowledge is an internal process that relates to the individual himself and his previous experiences and knowledge.

C. Teaching is not a transfer of knowledge, but it requires organizing the classroom position, designing tasks in a

way that will grow learning, and encouraging collaborative learning among students.

H. Learning is self-centered. Each student has his own ability to learn, to understand and understand the information provided.

E. Levels of understanding vary among individuals, but levels of understanding differ within the same individual from time to time and from topic to topic.

Dr. The school curriculum develops interactive learning, cooperation and problem solving, and allows constructive discussion among students.

Y. There are a number of strategies that have emerged from structural theory, which take into account the individual differences between individuals on the one hand, and qualitative differences within the individual itself on the other.

T. There are a number of assessment tools that are appropriate to the student's nature, subject, and skill of measurement. (Abdel Bari, 2010: 220-221)

SECOND: WALLACE MODEL

1. Wallace model concept

Psychological and educational literature indicates that if we want to show the creative outputs or outputs of the students, the educational strategies that provide the creative atmosphere must be used. The Wallace model is one of the educational models that emphasizes creative work and the generation of assumptions. The Wallace model is based on the position of the learner in the position Through the introduction of activities that generate creative ideas to reach the stage of maturity that enables the individual to work to examine the problem and create new ideas, dealing with the problem or the issue raised from all angles and trends, so that the subject can be seen from aspects several. (Abu Zaid, 2013: 72)

2. Wallace model steps

Wallace emphasizes the fragmentation of the creative process into a series of stages, four phases:

First: the stage of preparation: as the solution based on the problem of acquiring knowledge about the subject

and then begin to collect data and search for a serious solution to the problem, and at this stage identify the problem and study in all aspects and collect information about them.

Second: the stage of ferment: A period of ferment occurs as the solution-based puts the problem aside and does something else, as if taking a vacation period. At this stage, the mind is free of many impurities and ideas that have nothing to do with the problem.

Third: the stage of radiation: a solution or a crucial part of it where it occurs in a sudden brilliance similar to the idea in the cartoons that appear in the form of a lamp illuminates the head of the individual.

Fourth: verification: where the correction of the lighting, and at this stage the creative learner must test the creative idea and reconsider it to see whether it is a complete idea and useful or require a bit of refinement and refinement. In other words, the verification stage is the experimental phase of the experimental (new idea) experiment (Jizan, 2002, 24-31).

3. Conditions to be observed when applying the Wallace model:

The conditions that the teacher should consider when applying the Wallace model are:

a. The hierarchy of information is provided from the private to the general and from the part to the whole and from simple to complex.

B. The use of clear and specific questions that help to stimulate the ideas of learners.

T. Disassembling methods into small initial operations serves all levels of students

W. Provide the examples ie the difference of each example of the previous example and the example that follows in the list of examples. (Bazzi, 2004: 172-173)

THIRD: ACQUIRE GEOGRAPHICAL CONCEPTS

1. Meaning of concept

The concepts of the knowledge structure are more important than ever, because of the explosion of knowledge and the breadth of its branches, and the

difficulty of knowing the aspects of any of them. Therefore, they become the teacher to help students understand and understand the conceptual and logical structure of the material.).

2. Geographical concepts

Researchers have developed several types of concepts used in the field of teaching geography, including:

The concepts of time: divided into two types (the concepts of time and associated with the starting point and the end of the knowledge of time, such as on Friday, Saturday, month, year, spring), the second type (concepts of time, .

Place concepts: characterized by complexity and are developed slowly and are similar to the concepts of time in terms of difficulty

2. The basic concepts of motivation theory for cognitive achievement

The basic concepts of motivation theory for cognitive achievement are summarized in the following axes:

a. Each individual has a huge amount of potential energy and a number of basic needs or motivations that can be considered as valves or outlets that direct and regulate the energy outflow. Individuals differ in their strength and readiness.

B. And the fact that energy comes out through this port to become a kind of behavior or useful work or not, it depends on the specific situation in which the individual finds himself.

T. What characterizes the situation from certain characteristics would provoke other motives by opening new valves for the student.

W. If different motivations are directed at different types of saturation, each impulse leads to a different model of behavior. (Hindawi, 2002: 40)

3. The motivation for achievement of knowledge and achievement:

The motivation for achievement is the desire to do good work, and success in that work. This desire, as McClelland puts it, is characterized by ambition,

enjoyment of competitive positions, an unbridled desire to act independently, to confront and solve problems, to prefer tasks that involve medium risk rather than tasks that involve little or no risk; A very big risk (Katami and Adas, 2002: 43).

The second axis: previous studies

1. The study of Tamimi (2006): This study was conducted in Iraq / Mustansiriyah University / Faculty of Education. The study aims to prepare an educational bag according to the principles of educational design for self-learning and measuring its effect in acquiring geographical concepts and retention among fifth grade students.

- The researcher chose an experimental design with partial control of two groups, one experimental studied using the educational bag, and the other one was studied using the traditional method.

- The sample consisted of (56) students with (29) students in the experimental group, and (27) students in the control group.

- The researcher was rewarded between the students of the two research groups in variables (previous achievement, previous information test, intelligence).

- The researcher designed an educational bag according to specific steps. He also prepared a test to acquire geographical concepts consisting of (60) test paragraphs divided into three types of (20) paragraph for each type is multiple choice, complementation, right and wrong.

- The experiment lasted 8 weeks. At the end of the experiment, the researcher tested the acquisition of concepts on the two sets of research and then re-applied the same test to measure the retention of concepts,

The results of the study showed that the students of the experimental group surpassed the students of the control group in acquiring geographical concepts and keeping them. (Tamimi, 2006)

2. Bawee Study, (2014)

(The study was conducted in Iraq, Wasit University, Faculty of Education, aiming to know "measuring the motivation of academic achievement among middle

school students." The researcher chose the fifth preparatory grade in his scientific and literary branches to implement his research. The sample consisted of 146 students, (30) scientific (50) literary and (66) students (48) scientific (18) literary, and the proportion of the sample to the original research community 13%, and for the purpose of achieving the objectives of the research, According to the method of compulsory selection, and included the scale (26) paragraph, and was verified the validity and stability.

After the experiment ended, the study yielded the following results:

1. The students of the scientific branch of both sexes are superior to the students of the literary branch of both sexes.
2. Females from both scientific and literary branches have shown a higher motivation for achievement than males from both scientific and literary branches.
3. The male scientific branch showed a higher motivation for achievement than males of the literary branch.

المجموعة	المتغير المستقل	المتغير تابع	اداة البحث
التجريبية	نموذج والاس	اكتسابالمفاهيم دافعالانجاز	اختباراكتساب المفاهيم - مقياس دافع الانجاز المعرفي
الضابطة			

Figure 1: Experimental design for research

The experimental group, the group whose students study the geography subject to the Wallace model, is the group whose students study geography in the traditional way (the lecture), while the concepts of the first dependent variable measured by the test of acquisition of concepts are studied by the researchers, The second dependent variable is measured by a measure of the number of researchers to determine the effect of the independent variable used in the study in the two dependent variables.

Second: Research Community:

The research community includes the fifth grade students in Baghdad - General Directorate of Education Baghdad Rusafa first year 2017-2018.

4. The results showed that there were no statistically significant differences between females of the scientific branch and females of the literary branch in the motivation of achievement (Al-Bawi, 2014)

CHAPTER THREE: RESEARCH PROCEDURES

This chapter includes a description of the research procedures, including the choice of experimental design, the research community, its sample, its tools, the application of the experiment and its related, statistical methods and the following:

First: Research Methodology:

The researchers followed the experimental approach in the application of their research. The researchers chose the partial experimental design because it is more suitable for their research procedures as shown in the following diagram:

Third: Research Sample:

The researchers chose the Rusafa Sector in the Director General to raise Rusafa 1 deliberately, and then the researchers randomly selected the girls' channel to be the experimental and secondary group (Zahra) to be the control group. The number of fifth grade students in the two divisions (59) students by (30) for the experimental group (29) students for the control group.

Fourth: The equivalence of the two research groups:

The two researchers were keen to start the experiment on the equivalence of the students of the two groups of research statistically, in a number of variables that are believed to affect the safety of the experiment, although

the students of the sample from one region, and the same gender and these variables are:

- 1- The degree of the test of acquisition of tribal geographic concepts.
- 2 - degrees of the scale of cognitive achievement achievement.
3. The chronological life is calculated by months.
- 4 - educational achievement of parents.

5 - degrees of intelligence test.

My search group parity:

1. Test scores for acquisition of tribal geographical concepts:

The results showed that the calculated T value (0.28) is less than the tabular value (2). This means that there are no statistically significant differences between the two groups. The student acquisition of geographical concepts at the level of significance (0,05) and Table (1) shows that.

Figure (1) The equivalence of the two research groups in the acquisition of tribal geographical concepts

مستوى الدلالة عند 0,05	القيمة التائية		درجة الحرية	الانحراف المعياري	المتوسط الحسابي	عدد أفراد العينة	المجموعة
	الجدولية	المحسوبة					
ليست بذي دلالة احصائية	2	0.28	57	3,100	13,200	30	التجريبية
				2,663	14,896	29	الضابطة

2. The degrees of cognitive achievement achievement: The researchers applied the measure of the motivation of the tribal achievement to the students of the research group. When using the T-test equation for two independent samples, the difference was not statistically significant at (0.05) and (4) that.

Table (4) The equivalence of the two groups of research in the measure of cognitive achievement achievement

مستوى الدلالة عند 0,05	القيمة التائية		درجة الحرية	الانحراف المعياري	المتوسط الحسابي	عدد أفراد العينة	المجموعة
	الجدولية	المحسوبة					
ليست بذي دلالة احصائية	2	0.46	57	12,419	43,566	30	التجريبية
				11,967	45,689	29	الضابطة

3. The time in months: The researchers obtained the information from the school records. When using the T-test for two independent samples, the results were statistically significant differences between the two groups and Table (3).

Table (3) Arithmetic mean and standard deviation for ages of the two groups of research

Table (3) The equivalence of the two groups of research in the temporal age

مستوى الدلالة عند 0,05	القيمة التائية		درجة الحرية	الانحراف المعياري	المتوسط الحسابي	عدد أفراد العينة	المجموعة
	الجدولية	المحسوبة					
ليست بذى دلالة احصائية	2	0,67	57	3,266	195,433	30	التجريبية
				5,074	196,034	29	الضابطة

4. Intelligence: Due to the importance of this variable, the researchers conducted a parity between the two groups of research using the test (Hnmon Wilson) and the grades of students and after the correction of the answers by giving a score for each answer is correct and zero for each answer to the wrong or abandoned, and counted the grades of students was the average group students experimental group 39,984), standard deviation (6,404), average control group scores (39.877) and standard deviation (8,869). As in Table (5)

Table (5) The equivalence of the two groups in the IQ test (Hunmoun and Wilson)

مستوى الدلالة عند 0,05	القيمة التائية		درجة الحرية	الانحراف المعياري	المتوسط الحسابي	عدد أفراد العينة	المجموعة
	الجدولية	المحسوبة					
ليست بذى دلالة احصائية	2	0,78	57	6,404	39,984	30	التجريبية
				8,869	39,877	29	الضابطة

Fifth: Research requirements

Determination of the scientific material: The researchers adopted a book for the academic year (2017-2018) and is to be taught by the Ministry of Education for the fifth graders.

1. The formulation of the behavioral goals: The researchers prepared behavioral goals in light of the main concepts identified by (36) geographical concepts for each course of study (18) concepts, and since the processes of acquisition of the concept identified by the

researchers in three processes are: , The application of the concept) the researchers formulated for each concept three behavioral goals totaling (108) goals and to verify the validity and soundness of the formulation of behavioral objectives and corresponding concepts, and the level measured in the acquisition processes presented by the researchers to a group of experts and arbitrators, The researchers have some modifications Re-drafting of some of them

2. Preparation of teaching plans: The researchers prepared plans for each method at the rate of three plans

a week with (72) teaching plan for each group and presented models of these plans to a group of specialists in social sciences, teaching methods, educational and psychological sciences, and teachers of the article, Their observations for the purpose of amending these plans and making them sound were to ensure the success of the experiment and, in the light of the observations made by the experts, the necessary adjustments were made.

Seventh: Research Tools

One of the current research requirements is that two tools are available to measure the two dependent variables (acquisition of geographical concepts and cognitive achievement motivation) in order to identify the extent to which the research objective and hypotheses are achieved. To this end, the researchers prepared the test of the acquisition of geographical concepts in the geography of the fifth grade literary, and the measure of motivation achievement knowledge.

The following is a description of the procedures on these instruments:

1. Test the acquisition of geographical concepts: The researchers prepared two tests of the type of multiple choice to measure the geographical concepts that the academic system in force for Iraq for the academic year 2017-2018 is a system of courses, and therefore the first test (54) test paragraph counted according to the first three chapters From the geography book to be taught for the fifth grade, the acquisition of the 18 concepts is measured by concept and concept (3) paragraphs measured at levels (concept definition, concept differentiation, concept application).

The second test, which included the last four chapters of the geography book to be taught for the fifth grade, included the first test (54) test paragraphs measuring the acquisition of the concepts of (18) concept and concept (3) paragraphs measured at levels (concept definition, Concept).

- Validation of test paragraphs:

After the researchers prepared the first and second tests in their initial form, they presented them to a group of experts and specialists in the methods of teaching, measurement and evaluation to explore the veracity of

the paragraphs and their coverage of the content (geographical concepts) and the integrity of their construction and to determine the level measured by each paragraph. 80%) and above, and promised all paragraphs valid to measure the acquisition of geographical concepts of the fifth grade literary students.

a. Test Instructions:

After the formulation of the tests of acquisition of geographical concepts, the researchers determined the necessary instructions for them, and the distribution of grades for each paragraph in each question, assign one score for each paragraph of choice and (zero) if the answer is wrong or unanswered, The two tests are ready to be applied to a survey sample so that the researchers can verify the veracity of their paragraphs, calculate the time taken to answer them, analyze their paragraphs statistically, and verify their validity in terms of the degree of difficulty of each paragraph, , And verify its stability.

a. Validation of the test: To verify the validity of the test and its ability to achieve the objectives set for it, the researchers used:

Virtual honesty:

This is a reference to the extent to which the test was measured for what was ostensibly given to it. It is achieved by the consensus of experts and arbitrators on the degree of measurement of the test of the phenomenon. The researchers presented the clauses of the test of acquisition of the first and second geographical concepts on a group of experts in order to know their opinions on the validity of the test paragraphs, (80%) of the agreement between the arbitrators on the validity of the paragraph minimum acceptance of the paragraph within the test and thus the number of optional paragraphs in the final form of each test T (54) paragraph.

Sincerity Content:

It is concerned with the content of the subject of the test and the extent to which the content of the subject is represented in the test and the honesty test in its content is a good sample of the contents of the course without neglecting any aspect of it. (Atiya, 2008: 298)

In order to achieve this kind of honesty, the two paragraphs of the tests were presented to a group of specialists in the methods of teaching, measurement and evaluation to ascertain the validity of the two paragraphs of the tests in terms of scientific relevance and comprehensiveness of the subjects of the book of history and the integrity of its formulation. In light of this was made the proposed amendments to some paragraphs of the tests according to the opinions expressed by experts And observations, promised the test paragraph valid if it received an acceptance rate (80%) and more than the opinions of experts.

Spatial application of the tool:

To find out the time taken for the two tests and the difficulty and ease of the paragraphs and the strength of their distinction, the researcher applied the test on a sample of the survey of the students of the Central Preparatory School (35) students and it became clear that the paragraphs were clear and not ambiguous to the students as the average time taken to answer the first test is (42) Minutes and second (41) minutes.

Difficulty level: The researchers calculated the difficulty factor of each test paragraph for the testThe first and the second, where the two tests were evaluated between (0,219 - 0.553), so the test paragraphs are good

The power of paragraph discrimination: The paragraph is distinguished by its ability to distinguish between the upper and lower categories, in the sense that the distinction of the paragraph and the distinction of the whole test are consistent (Odeh, 1985, p. 223). After calculating the discriminatory power of each paragraph for the test paragraphs (0.303 - 0.50) Acceptable, as Brown said, so all test paragraphs have an acceptable discriminant power.

The effectiveness of wrong alternatives: The purpose of the wrong alternatives is to distract the attention of students who do not know, so as not to get the right answer to the coincidence (Mtianos, 1997: 100). Therefore, the students' answers to the multiple choice paragraphs were arranged in two groups (top) and (minimum). After calculating the effectiveness of the wrong alternatives, it was found that the wrong alternatives for the first and second tests attracted a

number of lower group students than the students of the upper group. Alternatives.

Stability of the tool: For the purpose of confirming the stability of the tests, the researchers used the half-division method and the alpha-kronbach equation to ensure the accuracy of the stability of the tests.

a. Alpha Coronbach equation: To extract the stability of this equation for the above stability sample, the variation of the scores of each of the first and second test segments was calculated separately and the total variance of the scores of each test was calculated. After applying the equation, the test stability (0.82) The stability coefficient is good if it is (0.70) or more. (Nabhan, 2004: 237)

B - the measure of cognitive achievement motivation: The researchers prepared the measure of cognitive achievement motivation, and the construction of the scale of each paragraph has four responses in the form (very consent, approval, no opinion, not approval), where the examinee to mark one of them and give the degree of each response, The response of the student b (very agreeable) is estimated at four degrees when the expression reflects a positive indicator of achievement motivation, and in contrast is estimated (not approved) one degree, whereas if the statement reflects negative indicators of motivation achievement, OK) by four degrees

The scale of the achievement drive has passed through the following stages:

A - The purpose of the test: the numbers of the measure of cognitive achievement motivation to measure the achievement motivation of students (sample research).

B - Formulation of the paragraphs of the scale:

The researchers prepared a measure of the motivation of cognitive achievement in accordance with the level of the students of the research sample and the nature of the material after we have studied the previous studies related to the subject of the motivation of cognitive achievement. In light of this, the researchers prepared (29) paragraphs and took into account their formulation to be clear and related to the subject to be studied and the balance between the positive paragraphs And negative.

C - ratified the paragraphs of the measure of achievement achievement knowledge:

The truthfulness of the meter is truthfully linked to every paragraph in it. It is the true measure that measures the function that is prepared to measure it and does not measure anything else (al-Khatatna, 2013: 26)

For the purpose of verifying the validity of the scale, it was presented to a group of arbitrators specialized in the methods of teaching, measuring and evaluating their opinions and observations to verify the apparent truthfulness. Ebel (1972) points out that the best way to ascertain the apparent truth is that a group of experts assesses the extent to which paragraphs (Ebel, 1972: 566). After the scale was presented to a group of experts, with an 80% agreement, some paragraphs were deleted, some merged and some others were modified. Thus, the number of paragraphs (25)

The pilot application of cognitive achievement motivation scale:

After reaching the final version, we have to apply it to a survey sample taken from the research community. This sample is necessary to verify the clarity of the instructions of the standards and to understand their paragraphs and to know the time required to answer all the paragraphs. The scale was applied to a sample of 30 students Of the students of the fifth grade literary and the same research community, from the high school for girls, and it was clear that the paragraphs were clear and not ambiguous, while the time taken to answer, the researchers found the average time to answer the paragraphs of the test, Students, and so on The time for the answer sheet when each student Anthaihn answer, was the average answer paragraphs of the achievement test time (40 minutes)

- Sample of statistical analysis of cognitive achievement gauge scales

The researcher applied the scale to a sample from the same research community and from 14 schools to the same research society. The number of students was 200 students, and their purpose was to extract the correlation of the grade of the paragraph to the total score of the achievement motivation measure (internal consistency)

And distinguish the paragraphs and stability of the scale as follows:

1 - Link the degree of the paragraph in the overall degree of cognitive achievement payer scale (internal consistency):

The researchers used Pearson correlation coefficient to derive the correlation between the score of each and every score of the scale for the same sample of the statistical analysis of 200 students. The correlation coefficient ranged between 0.21 and 0.50 for all grades. (T) of the value of (0.139) at the degree of freedom (128) and the level of significance (0.05), the results were all function and thus did not drop any paragraph and became the number of paragraphs of the measure of achievement as final (25) paragraph.

Defining cognitive achievement points:

The calculation of the discriminatory force of the scale paragraphs is an important feature of the psychological scale, distinguishing between the possibility of measuring individual differences by the paragraphs of that scale (Mark, 2000: 277). (27%) of the upper grades and (27%) of the lower grades, and using the t-test for two independent samples to test the difference between the upper two groups The minimum value at the level of significance (0.05) and the degree of freedom (198). When comparing the calculated T value for each of the paragraphs of the scale with the T-table value of (2,000) it was found that the calculated T value of the paragraphs is higher than the T- Upper and lower group in those paragraphs, and b You are good paragraphs.

3 - Stability of the scale:

To calculate the stability of the scale, the researchers randomly selected 100 students from the statistical analysis sample and extracted the stability in the half-division method and the alpha-cronbach equation to verify the accuracy of the scale.

Method of re-testing:

For the purpose of calculating external consistency, the researchers applied the measure of cognitive achievement. After 14 days, the researchers re-applied the scale again to the same sample, and then corrected the application responses for each individual. The

researchers used the Pearson correlation coefficient Between the grades of students in the first and second application, where the coefficient of correlation (0,874) is a good stability coefficient for the tests of non-standardized, and can be relied on in the field of measurement and evaluation.

B. Alpha equation - Kronbach:

(Eabl&Frisbie 2009: 84). For the purpose of calculating this consistency or persistence in the Alpha Cronbach method of the payer scale, the equation was applied to the statistical analysis sample of (400) students and the stability coefficient in this way for the scale (0,814), which is a good stability factor, as the coefficient of good stability must be more than (70%).

J - Correction of scale:

The scale is in the final form of (25) paragraphs and the total score of the achievement pay scale scales according to the weight of the alternatives before each paragraph is four (very approval, approval, no opinion, not approval). The weights (4, 3, 2, 1) (100 x) by multiplying (the number of paragraphs x 4) ie (25 x 4) and the lowest score is (25) by multiplying (25 x 1).

Follow these steps in applying the experiment.

1. The researchers applied his experience to the students of the two research groups starting on Tuesday 10/10/2017, applying the test (Henmon - Nelson)
2. The actual teaching of the two research groups began on Monday 16/10/2017 and ended on Wednesday 9/5/2018 with a full academic year, with an average of three weekly classes per group.
3. The educational material was given in each group to ensure that the research groups were equal in the information they were subjected to, and the same amount of assignments and classroom activities were given to each group.
4. The same educational tools were used from maps, pictures and forms in the teaching of the three research groups.
5. As the academic system for the academic year 2017-2018 courses system, the researchers prepared two tests

for the acquisition of geographical concepts, the researchers applied on Sunday, 8/1/2017 first test, and after the end of the second course the researchers applied the second test on Wednesday 2/5/2018, The measure of achievement motivation was applied on Wednesday 9/5/2018 to students of research groups at the same time, where the researchers used two schools of students to monitor the students during the implementation of the tests and the scale.

Eighth: Statistical Means:

The following statistical methods have been adopted:

The researchers used the following statistical methods:

Koder Richardson equation 20

The difficulty factor

The power of discrimination

Effectiveness of wrong alternatives:

T-test for two independent samples (T-Test)

Chi-Square:

Pearson correlation coefficient (Imam et al., 1990: 115) (Dulaimi and Adnan, 2000: 57)

CHAPTER IV: PRESENTATION AND INTERPRETATION OF FINDINGS AND RECOMMENDATIONS

This chapter includes a presentation of the results of the research according to the research objective and its hypotheses by balancing the averages of the students of the two groups in the test of the acquisition of geographical concepts and the measure of cognitive achievement motivation, and interpreting the findings of the research with conclusions, recommendations,

First: Display the results

1- The results of the acquisition of geographical concepts.

In order to reach the goal of the first research on the testing of the acquisition of geographical concepts, the researchers collected the first and second tests to acquire

the geographical concepts to verify the first zero hypothesis, which states (there are no statistically significant differences between the average scores of the two groups of research in the acquisition of geographical concepts) The test of two independent samples, the results as shown in Table (8)

Table (8) The value of the T-test for the difference between the two research groups Acquiring geographical concepts

Group Number of respondents Mean arithmetic Standard deviation Degree of freedom Value T Level of significance at 0,05

Calculated tabular

Experimental 30

43.700 4.450 57

12,563 2 is not significant

Statistic

Control

Table (8) shows that the computed T calculated value of (12,563) is greater than the scale value of (2) at the level of (0.05). There are statistically significant differences between the two groups in the acquisition of geographical concepts and for the benefit of the experimental group.

- Results of the cognitive achievement drive scale

In order to reach the second goal of measuring cognitive achievement motivation, and to verify the null hypothesis that (there are no statistically significant differences between the average scores of the two groups of students in the cognitive achievement pay scale), the researchers used the TI test for two independent samples, Table (9).

Table (9) The value of the T-test of the difference between the two research groups in the motivation of cognitive achievement

Group Number of respondents Mean arithmetic Standard deviation Degree of freedom Value T Level of significance at 0,05

Calculated tabular

Experimental 30

75,033 5,845 57

22,460 2 is not significant

Statistic

Officer 29 65,666 4,253

Table (9) shows that the calculated T value of (22.460) is greater than the value of T table (2) at the level of (0.05) ear. There are statistically significant differences between the two groups in the motivation of achievement and for the second experimental group.

Second: Interpretation of the Results

1. Interpretation of the results of the test of acquisition of geographical concepts: The results related to the existence of statistically significant differences between the students of the experimental group and the control group that used the traditional method can be interpreted in the acquisition of geographical concepts. These results can be attributed to the following reasons:

A - Teaching on the basis of this model urged students to link the previous knowledge and current knowledge, as well as between the concepts of the main and subsidiary, which made them undergo a continuous re - learning and consequently make learning meaningful.

B - The variety of teaching procedures that were included in the model led to its superiority in the usual way, because the steps of the model and the procedures involved, make the students get rid of the routine routine boring in the lessons when the traditional methods, and intensify their interest and urged them to communicate and follow what is presented in the lessons .

T - Attention to content organization This model is an information processing model and is based on the principle of helping students organize and process information based on the common elements that combine them in a way that leads to non-congestion.

2. Interpretation of the results of the motivation test: The results of the superiority of the experimental group that

studied the Wallace model can be explained to the control group studied according to the traditional method in the motivation test:

a. The Wallace model has made students the center of the educational process and the elimination of classroom routine by creating a class atmosphere that is dynamic, active and interacting with the scientific material.

B. The superiority of the Wallace model can be explained by the traditional way of driving achievement: model recruitment has helped to develop the power of observation and interpretation of scientific events, and to reach conclusions by modifying and facilitating the information, data and facts presented in a manner consistent with the nature of the subject.

T. Students took advantage of their own abilities and a broader intellectual space to draw conclusions, interpret them and reach solutions, increasing their motivation for achievement.

W. The model contributed to motivating female students to learn and respond to the geographical material, prompting them to continue their activities and continue scientific progress, which in turn leads to increased motivation for achievement.

CONCLUSIONS

In the light of the current research findings, we can conclude the following conclusions:

1. The Wallace model had a positive role in increasing the achievement motivation of female students.
2. The Wallace model of the teacher requires more effort and time than is required in traditional education.
3. The use of the (Wallace) model in teaching addresses many of the educational problems such as leakage and boredom and makes learning remains influential.
4. Teaching the Wallace model has overcome fear and hesitation when asking questions, which has enhanced the level of students' acquisition of geographical concepts because they have a desire to learn the concept.

Fourth: Recommendations.

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

1. Urge teachers and teachers to pay attention to the motivation of cognitive achievement of learners, because of the importance of motivation in increasing the acquisition of concepts and collection and demonstrate mental abilities and development.
2. The need to make the student the main axis in the educational process, and give him the largest role in the discussion and inquiry, and devising the most innovative ideas, and employ them correctly.
3. Conduct continuous training courses for teachers and teachers of geography, on how to adopt modern models and methods of teaching, with lessons to watch and apply and prepare explanatory bulletins for that.
- 4 - Pay attention to the fields of creativity and talent that exist in the students.

Fifth: Proposals.

In order to complete the research, the researcher proposes the following studies:

1. A similar study of the current study to determine the effect of the Wallace model in other variables (eg trends, scientific trends, critical thinking, decision making, self-esteem, and the impact of learning)
2. Conducting a study to study the trends of geography teachers towards the use of modern strategies and models.
3. Conducting a study to find out the difficulties of using modern strategies and models in teaching geography topics in secondary schools in Iraq.

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