

The Effectiveness of Teaching the Question Circle Strategy in Acquiring Historical Concepts among Fifth Grade Female Students

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Abstract

The current research aims to identify the effectiveness of teaching the question circle strategy in acquiring historical concepts among fifth-grade female students. The sample consisted of (60) female students from the fifth-grade literary stream. To achieve the research objective, the researcher prepared a test of (60) multiple-choice items, distributed over (20) concepts in the historical subject, at three levels (defining the concept, distinguishing the concept, applying the concept). The researchers verified its validity and reliability. After applying the test to the research sample members, collecting the data, and analyzing it statistically using Pearson's correlation coefficient and the t-test for two independent samples, the researcher reached the following results:

1. The experimental group taught using the question circle strategy outperformed the control group taught using the traditional method in Historical Concepts Acquisition Test.
2. The question circle strategy proved effective in acquiring historical concepts for fifth-grade literary students compared to the traditional method.

Keywords: Question Circle Strategy, Historical Concepts, Fifth Grade Literature

1. Introduction

Chapter The First: Research definition

Firstly: problem Search Problem of the Research:

That the goal from practical teaching material the date Currently he is save facts and information and focus on Aspects cognitive stuffing Minds students The largest amount maybe from Information Don the focus on understand it And its interpretation , make teaching minor on Empowerment students from employment knowledge in development Their characters On its sides Different, This what Proven it results some Studies previous in area Methods teaching Materials Social General And material the date especially like And study [1], [2]. And study, And also what Confirmed The conference Held inside Iraq in college Education/the university Al-Mustansiriya Which Pointed to decline Collection Students, a result use Methods traditional, as between to that that Methods lacking to suspense And excitement And interest By searching And investigation and exploration And guidance Questions And listening And saturation Curiosity And requested knowledge And reading Which mirror Negatively on need

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For knowledge I have students [3]. [4], [5]. I prepared Researcher questionnaire exploratory Includes number from Questions Which It was completed Distribute it on sample randomness For the community Search composed from (20) teacher And school For the material the date in number from schools in Directorates breeding governorate Baghdad, no Decrease Their experience The teacher on five Years, and it was results questionnaire after Analyze it As follows:

1. (90%) from school the date not They have information on strategy circle Questions.
2. (90%) Of them They confirmed presence Decrease in Acquiring concepts from material the date For students the line Fifth Literary.

I have She came Results To confirm what I sought it The researcher In the presence of failure clear in Methods teaching used from before Subject teachers the date in teaching From what mirror negatively on I asked them in Acquiring concepts. I have female students. This what She pointed out To him study [6]. And the study of states that: I confirmed on that it

For modernity This is amazing Strategy And its harmony with Theories Educational Modern She decided Researcher that You use it in teaching material the date For female students the line Fifth Literary And knowledge Do will contribute in Acquiring concepts And encourage them By the material Scientific And tighten Their attention with Consideration Differences Individualism They have when presentation The material their. So It was completed to set problem Search on according to The question following: Do Strategy circle Questions Effectiveness in acquiring concepts female students Fifth Literary in material the date ?

2. Research Method

Importance of research:

Century Current Witness development Fast and forward Clear in all fields, And accompanies that development And progress in technique Communications that affected And in a way clear in all side from Aspects life and society, Because of Changes that Sort it out progress Technology And scientific Which make The process Educational Facing Challenges big, So become development Education necessity inevitability To keep up Evolution Scientific and technology And cognitive Fast in rest countries The world.

Which no doubt In it that This is amazing Developments Scientific and changes affected And still affect in The process educational So it became on order Educational that Facing all appearance from Forms this The quantity The big one from The facts And knowledge And information and that Restore look times several in Curricula and methods teaching and its methods Calendar and its activities Scientific and its means educational in framework comprehensive Integrated continuous, And since Qualifies Systems educational To confront all what he new And advanced in this the world variable.

Education confirms on that education, not merely transfer For information And knowledge Scientific to The student, but rather that it practical care Benmo The student (mentally And emotionally And skillfully) And integration His personality from Different Its sides, The mission basis in teaching students (how They think?) no how They memorize Courses Academic, from Don understand it And her awareness And its employment in Reality. and what practical teaching unless Style teacher in building a personality The student, any formation His behavior And its value And its trends more Which she style in recitation And indoctrination. And in this Context Pointed (Al-Huwaidi) to importance Methods Teaching Modern that Make The student in The Center the first from between Elements The process Educational, And also To improve Collection Academic For students in Materials Academic no Especially material science Neighborhoods from during numbers students Able on Participation Effectively big in life Civilization By hiring what Learn it in Their lives Solution problems that You face them.

3. Results and Discussion

However Located on Shoulder teacher Successful Choice Methods The teacher that help him To reach to Objectives Educational Desired The plan For her, and that this Choice He depends on amount to understand teacher For the sides Mission in The material Academic, and understanding will Help him in practical to choose The method The teacher And the extent Its suitability For characteristics students And their needs And nature Content Academic and goals Educational and possibilities available, This The saying Applicable on all Materials Academic, because per material Academic Goals [7], [8], [9].

So should that Contribute Methods Teaching Modern Using all what he maybe New Effective from Strategies and the steps and activities and models The teacher that Make The student axis The process educational, so that students They learn (10%)Which They hear and(20%)what They are watching and(30%)Which They hear And they watch and(50%)Which They hear And they watch And they work, So on teacher

Questions, especially in class, are an excellent means of communication and interaction between the teacher and his students. Through them, the teacher can get to know his students, and the students can get to know their teacher [10], [11]. Using this interactive method allows students with high levels to enhance their learning by supervising the explanation and clarification of certain points of the academic content. It is also useful in identifying weak students academically and giving them special attention from the teacher [12], [13].

Questions are the teacher's tool in achieving his educational and teaching goals and an important factor in excelling in the purpose of his lesson and in guiding his students. Also, the multiple opportunities to use questions in one lesson avoid negativity and increase their response to the educational situation and reveal its facts and contents so that it becomes more clear and more firmly established in their minds, and stimulates students to receive, understand and answer it. It has been said: He who does not know how to question does not know how to teach. Just as the success of a teacher depends on asking questions, so does the learner or model reader, who actively seeks to understand the meaning of the text, monitors his understanding of the text at any time during reading, and sets goals other than understanding the text, such as summarizing the text skillfully, and how to develop strategies to deal with his failure to comprehend. These goals are strong incentives for the learner to ask his own questions that help him reach such goals and push him to focus on what is important [14].

That Use strategy Question As part from Strategies learning active Encourage students on Participation Positivity effective , as Help on development skills Question I have students And procedure Discussions, And more Motivation students and development Skills Supreme To think , And involvement students with Difficulties learning And more Their effectiveness, as that it Help on to learn students step step For skills Related By residence Arguments historical , and to learn How to stay Arguments historical step In a step , and defense About her And test it, And check And interpretation And calendar Documents historical , And also Search on the truth historical And its construction, And discovery And use Entrances Historical different , and Recognition on stories and novels historical And its classification, And put forward Questions Related With skills Search deep And related Thinking Historical, And that Which makes material the date Lively and active and more practical Grow I have students Many from skills thinking Including skills thinking Historical And not merely material For preservation And indoctrination Which He loses it Its value The truth [15], [16], [17].

Self-questions are an effective way to increase understanding and learning ability among students at various educational levels. When students identify questions before starting to read the text, they learn better than if they answer questions given to them by the teacher. It has been found that the questions produced by the student arouse greater motivation than those directed by the teacher. The student's own questions are more stable in memory and can be retrieved better in real situations [18], [19]. Many researchers have attributed this to the fact that the student, in the process of producing questions, is a positive learner who

notices the problem and searches for a solution to it. As a result, it becomes a practical experience that he practices with internal motivation, not external influence, and such experiences are difficult to forget easily [20].

The strategy of asking self-questions also helps in using metacognitive skills effectively. When students ask themselves self-questions before starting the reading task, it is easier for them to monitor their understanding of the material, and makes their knowledge of the material more realistic, meaning that they know the extent of their knowledge of the material or not [21]. However, these questions must include what is related to understanding, analysis and application, so that their effect lasts longer, and the students' comprehension is deep. This strategy is usually implemented by converting the title into questions before starting the reading process, and then the reading process takes place with the aim of searching for answers to these questions. Students who learn most effectively check to make sure they understand what they read and take steps to overcome any difficulties they encounter in comprehending texts [22]. They ask self-questions that help them engage in monitoring their understanding. Students who do not monitor their understanding carefully are often unaware of what they know and what they do not know. As a result, they believe they understand something when, in fact, they do not understand it correctly [23].

There are important reasons for using the self-questioning strategy in teaching history, including: It is an important strategy in building understanding in the learner at various educational levels by relying on himself, and it increases the learner's focus on the content of the subject and what it includes [24].

Main or subsidiary ideas, and encourage students to actively interact with the reading material when they are tasked with formulating questions and searching for answers to them, and not just responding passively to the questions posed by the teacher or the book, and increases the learner's ability to infer and link causes to effects, especially since it gives the learner independence in facing emerging problems [25], [26]. That Concepts It is considered means a task It is done from During it to organize Our experiences different, The concepts Uses it The student To organize Stimuli Environmental that It pours down on His senses constantly, And help him in Highlights interconnectedness between Branches the sciences different, And encourage him on thinking In a way Wider , As a result So that to learn Concepts It became Goal Educationally whatever in stages learning and education in Communities Humanity all, This what Confirmed Literature Educational, that Concepts One more Levels construction Cognitive importance For your information that adoption On it rest Levels construction Cognitive For students. A result So that acquisition Students For concepts It is considered from Objectives Home in teaching Geography It is not possible investigation any goal from Goals study Geography Don acquisition Concepts And awareness Relationships List , And its use In use well according to For the foundations that Determine Its rules To confront life and its complexities [27].

And with this become job The method The teacher Home she development capacity Students on learning, And empower them from Accreditation on Their efforts Subjectivity Which Leads to Motivate them on development Their characters On its sides all , And it is done that from during Interaction And communication between teacher and students. This What is certain? attic Literature Educational It is necessary Find Methods And methods and strategies and models Teaching Make responsible learning thrown away on The student, Instead from that He is recipient negatively becomes The student creative Able on solution problems And delivery what learn it to others , And it must on teacher from during Teaching it that There is He has desire in that learn Students Concepts and generalizations Basic For the material.

And it is considered stage Preparatory from Stages educational Mission To achieve aspirations Education And achieve Goals The desired , so Located On it Missions Basic And essential To fulfill Needs the society and its requirements development, By virtue of Its nature And its location from Peace pyramidal For education. so It consists of I have Students from Information Basic outcome enough Make them Able on to understand And use thinking Scientific maturely And responsibility, this It is considered index to presence relationship

Positive between level Students in Materials Academic And between level understand them For roads Scientific in thinking, This It means that Their level Academic It increases Increasingly to understand And use And application style Scientific in the study [28].

The researcher sees that better Stages Academic she stage Preparatory To focus on acquisition Concepts In a way general and concepts historical In a way private, because Madarik The student Be wide , addition to possibility stir His thinking In a way scientific wave Therefore make it He thinks thinking Scientifically in Positions Different Arriving to development this thinking In a way sober And purposeful.

And building on What is presented? Van formation Concepts And keep it I have Students It is considered One Goals teaching material historical in stages education Different , Including stage Preparatory , For this that practical acquisition Concepts historical or Develop it when Students Requires style Teaching Suitable Guarantee safety formation And acquisition Concepts , And guarantee Its survival And benefit From it in Positions Different. [29].

And here She came This is amazing the study attempt from researcher To add research from Research Educational empiricism For two models from Models The teacher For the material historical As it is considered from Materials Academic Home same Importance Featured By nature And its role in stir and development thinking Scientific For students.

The above shows the importance of questions, especially self-questioning questions, in acquiring historical concepts and knowledge, and the necessity of using self-questioning strategies in history lessons to raise the level of students in this subject [30], [31].

And get rid of importance Search present:

1. Possibility statement teachers from employment Circle strategy Questions in practical teaching And Provides for supervisors And educators information For time on importance employment strategy in The process The teacher Urging female teachers on Activate it.
2. Presentation Concept Acquisition Test Objectively to choose from Multiple, For teachers In the history subject for the fifth literary grade maybe benefit From him in Knowing the extent of acquisition Students historical concepts.
3. More consciousness female students including They study it In a position specific consciousness On the mission And to what extent Learn them on The best grammar Awareness of the strategy and the any bezel acquisition Students concepts.
4. Importance Concepts Which It is considered Standard For how long to understand Female students For topics that It was completed teaching it, as Measures amount investigation Objectives Educational.
5. May constitutes this Research a point starting For research Scientific New in the future It deals with One Its variables.

Aims Search present to Recognition on:.

Basement strategy circle Questions in Acquiring historical concepts I have female students the line Fifth Literary.

To achieve My goal Search I put Researcher The following null hypothesis:

1-not there Differences The indication Statistics between middle sort grades Concept Acquisition Test The group empiricism Those who They study material the date according to Question Circle Strategy, and average sort grades a test acquisition Concepts The group The officer Those who They study The material itself B(The method traditional)For fifth grade literary students.

Border Search:It is determined Search present B:

1. Female students the line Fifth Literary in schools High school, And preparatory Daytime in governorate Baghdad For the year Academic2024 -2025.
2. Content book the date Course to be taught from before ministry Education For the class Fifth Literary And for the year Academic2024 -2025
3. The year Academic the first For the year Academic2024 -2025

To set Terminology Items Determination:

Effectiveness Efficiency

It was known by:

1. It is: "The ability to achieve desired results while saving time and effort." Good)

2. That it is: "A set of responses that have some degree of organization towards a specific goal."

Question Circle Strategy

He knew her All of:

1. It is strategy Comprehension Reader Running In it development capacity learner on Subtraction For questions strengthen skills same antiquities Deeper in adjust practical learning And monitor it as Requires Subtraction For questions before reading And during it And then .
2. (father feathers) she plan Cognitive Directed To perform Missions In a way successful or production Systems To reduce level Dispersion between Current knowledge For learners and their goals educational It includes: Activities like a test Information And organize it And repeat The material What is meant Learn it And connect The material New With information stored in Memory Abu feathers.

Definition Procedural - strategy circle Questions

Group from Steps The organization The sequence ,that You use it female students the line Fifth Literary - sample Search - when Their studies For topics the date , Depending on on Questions Subjectivity that Excites her address the topic ,or The sentence President In it.that He writes in Mid circle draw on blackboard Divide Questions female students Subjectivity Around it on Categories homogeneous It is done Search on Answers she has Back to the topic ,or Sources Foreign Affairs available, Implement This is amazing Steps In style learning Cooperative or singular.

the line Fifth Literary: he the line the second from Rows Academic For the stage Preparatory The three that Accepts In it Students from campaign Certificate Academic Intermediate And he is part from stage High school Represents Rows(Fourth Scientific And literary, Fifth With its two branches Scientific And literary, Sixth With its two branches Scientific And literary).Republic Iraq:ministry Education:lonliness Curricula)

Chapter the second: background theory and studies precedent

strategy Question Self:

It is included Literature the topic Several roses Labels For strategy Question Self, There is from He releases On it Strategies Help Subjectivity, It was reported under Concepts Other like(Planning Self, And appreciation Self, And meditation Self), And there from via About her With strategy prediction Reader.

And there from He sees that Question Self Includes Two types from Questions:

1. Questions directed:And it is phrase on heads Questions Determines it teacher to them, And they complete it, And they are born Questions Similarity.
2. Questions not directed(Open): And it is Questions that Formulates it The student during practical learning, or Before that, or After that, So that help him on to understand The material The student, And awareness The meaning Including, And thinking In it.
3. And you know strategy Question Self: That it is:Questions that He puts it forward Readers before reading, or During it, or After that, And their attempt The answer on This is amazing Questions during reading. also known as:That it is a dialogue internal organizer, Analyze Information The proposed in Text Read from during situation group from Questions that Express on Contents, and ideas Included in Text Read.

The student can set a set of questions to ask himself. during to treat Information And dealing With her. And this Questions maybe Divide it to several stages Accordingly For a place Use it in learning(before And during And after learning)And it is So Help on more awareness With operations thinking I have Students.

And it is strategy You do on directing The student group from Questions For himself in during to treat Information Which Makes it more merger with Information that learn it And creates He has awareness With operations thinking To build Relationships between parts The material topic the study And between information The student And his experiences and his beliefs from side and topics Academic from side last , from Useful For students hatred look on the topic that They study it that They exchange impression that Leave it address The lesson in Their souls, and that They do they themselves By putting Questions It deals with The

material Academic that They study it before And during And after practical Learn them , And come back effectiveness This is amazing Questions to create building emotionally And motivational. And cognitively And when It begins students in Use Questions They become more feeling Responsibly on Learn them And they do Badour more positive, It seems that to treat Information In a way Questions Excite Motives students to look at To learn in framework Their experiences previous, and positions Their lives Daily , Which He increases probability storage Information in memory Far away Range And makes Use it in the future And in Positions Miscellaneous An order easy.

And it can for us The ruling on Absorption The material Academic if custom students Ideas Home To the topic, And it was she has He fell in Their souls, And it was same meaning with regards to them, And also if They could that They tie this the topic including preceded to them that They knew him in same field , And his money relationship To him And since They could that They summon Examples attic, or Cases Similar for him , And if what He was They can overcome on Difficulties that State Don Their absorption for him, or removal Obstacles that I stood in Way that , To help on Strengthening awareness Self when The student And constipation With reins all what Related By studying it, on teacher that Train The student on logical Questions that Directs it For himself until grow capacity The student on tracking Learn it note And monitoring Operations His thinking. This Helps The student on understanding and comprehension and learning In a way better Which if take Information Ready from teacher.

And so can students discovery Aspects mysterious They have, And doing Correction what They have from Concepts Wrong, It happens building For the meaning As a result To interact between knowledge and experience New, And so They can transfer Their knowledge and their experiences acquired to Positions Similar, And so It is achieved results Positive in development Motivation And the feeling Responsibly I have The student. Self-questioning strategies include: strategy circle Questions.

Strategy circle Questions that For questions

Role whatever with regards For students And the teacher Lost It was said old from no improves no improves teaching Some Methods Like discussion for example It consists of from Questions In pictures High no Especially Discussion that Manages Its rudder teacher same And it is It is considered characteristic a task It is from Attributes teacher Good as that it Help on stir thinking The student And enable him from Reach to Solutions And the results easily And ease, The questions if worker from Most important Factors success schools in Give him The material For his students And in Direct them And stimulate their thoughts And urged them on Learn, what He wants that They learn And it is from Succeed means in Involvement greater number maybe from Students in The lesson.

It is considered Circle strategy Questions from Strategies Self-questions The active participle in investigation Goals Historical in fun Preparatory It is distinguished Interestingly female students With material History and motivating them Towards them And during Their hair By empowerment from The answer on Questions By themselves And not Their hair Embarrassed Because they realize that there Others from Their peers not Capable on some Information And for this strategy importance big In development the job and cooperation collective from during to implement some Activities In style Cooperative And grant female students an opportunity Interaction with topic The lesson And develop They have The ability to generation For questions from during development skills thinking Supreme And it increases from Their ability on prediction And access to Conclusion non enable them The answer on For questions All of them in a light topic The lesson.

Features Circle strategy For questions:

1. Help female students on Active participation And attention in The lesson With all Lively and active.
2. The use of For questions in during The lesson Helps female students on to avoid Things Negativity, And more from Their response For the situation Educational And the ability to discovery facts situation-related Educational .

3. Questions You can from completion Its functions It amounts to Its goal And help her investigation production education desirable In it And motivate female students on The answer Fast that Required Positions educational .
4. That strategy circle Questions Female students increase from Their trust By their ability And it allows their an opportunity Use teacher For skills To improve Their performance And help them on transfer Missions to Experiences Other New) learner & Mclaughlin)
5. It works strategy circle For questions on to encourage female students on Interaction active with The material studied when Requests from The student formation Questions And doing By searching on Find Answers she has And not merely The answer when You put it forward the school or The book from For questions
6. Circle strategy for questions Increase The student on Search and tolerance And the conclusion And communication and integration Reasons from Causes no Especially that it acquire The student Independence in confrontation problems The stab source English steps Circle strategy For questions steps to implement Strategies For questions Firstly to divide female students to Groups in This is amazing Step You do School in division female students to Groups It works In style learning Dealing In style Cooperative So that no It decreases number Groups on five female students

Steps Question Circle Strategy

It can be implemented according to the following steps:

1. Dividing the students into groups: In this step, the school divides the students into groups that work in a cooperative manner, with the number of students in each group not being less than five.
2. To divide Missions the job between individuals he group:-in this Step It is done to divide Missions the job between female students The group In the picture random, So it will be One of them Scheduled The other one monitoring , The third Registered, The fourth is a reporter, And the fifth leader or Coordinator.
3. To set address Text:-You do the school Specifically address Text Reader ,then ask from female students generation greater amount maybe from

Questions around the topic on road Use Storm mental And rain Minds in period Temporal specific Determine it the school in a light the topic The proposed And level Its complexity and ideas that Treat it.

4. Fee circle Questions:-in This is amazing Step You do the school Drawing circle in middle blackboard You write in In the middle of it address The lesson then ask from all group presentation Questions that I reached To her around the topic Then you write it around The circle,For the purpose of to organize Questions around The circle used the school words Key Represents Categories distribution Questions,And so Receive all Questions from Scheduled The group And write it around The circle.

5. Distribution Categories Questions between Groups:-in This is amazing Step You do the school By distributing Categories Questions between Groups And allows per group By choice Category that You want For research on Answers she has.
6. Presentation Questions:-in This is amazing Step progress all group Questions that I gave birth to her Let it be Key Abbreviated You write it The tide message around The circle
7. Delete duplicate:-
8. Reading Text And check it:- in This is amazing Step ask the school from all group reading Text The Q A President And check it And its analysis Search on Answers Questions that It included Its category And if I did not reach to Answers that You see that it Correct,You do Registered The group By registering it And he mentioned Her place in Text then You do informant The group By transfer Answers to Groups Other
9. Reading Answers after Finish from practical inspection And research on Answers And record it And distribute it between The group: In This is amazing Step ask the school from all group bug A lung Answers that It was completed Reach To her reading minute And after Finish from time Answers You do the school By registering that Answers on blackboard under Questions that It was completed Install it.

10. Discussion:- in This is amazing Step You do the school Bag A Ra' discussion around Questions And the answers that It was completed Access To her, from Okay Reach to bezel Its accuracy And her health. that This is amazing strategy based on Questions Basically To guide material Physics And deepening understanding It requires Student training on Subtraction Questions that from Her business directing an effort female students And deepening understand them To the topic pain A Red drawing six and questions This is amazing You put it forward female students on themselves before The lesson And in During it On purpose directing Their path in Search on Answers she has As a description Represents Challenges or problems Seeking female students to Find solution she has in This is amazing The Aster A Ratio that Thinking With voice audible And clear in Questions that You put it forward in during The lesson And thinking in How to Get on Answers she has in the topic pain A to reply His studies.focus Circle strategy Questions on training female students on to treat Information And thinking So that Enable ability I have female students on Treating them For information And get them back How? that They think Disassemble A R Logically well if that it direction Focuses on to understand Information and development Skill I have female students in that They learn how They learn and that They become educated For themselves as Shiism I have The student Aspects thinking Multiple Which It is represented by in ability on the focus And synthesis Solution The problem that You face and development skill thinking The distant And creative when female students.

Concepts: Concept Educational research has witnessed major transformations in the educational process during the last decades by researchers, and these transformations included raising questions about the external factors influencing learning such as changes in the teacher's personality, method and style of teaching, to raising questions about what is going on inside the learner's mind such as his prior knowledge, his ability to remember, process information, his motivation and attention, his thinking patterns, and everything that makes learning meaningful for him, and researchers have made significant and clear contributions in this field, and this appeared through their focus on how these meanings are formed, the impact of prior understanding in forming these meanings and the role of concepts in that.

And faith Researchers that Concepts she Tools mentality that We develop it To help us on confrontation Our world complex , And she finished Help us on to organize And simplify The lineup Huge Miscellaneous from things and people and events that Compete on bring Our attention constantly, and that Concepts In her image simple very Groups from things that she has names Shared , that it Our means To make things Different something One By looking To her on that it part from The category same , Almost He is all name or characteristic naming verbal For the concept what. This product research diligent And investigation continuous He did To him Scientists And researchers And from it They reached to a lot from that Knowledge and information And the facts and laws All kinds Different.And for Facilitate transfer This is amazing Knowledge to generations emerging came interest Organized by This is amazing Knowledge And its classification And its classification , so Classified This is amazing knowledge Scientific to laws Scientific and theories Scientific and facts Scientific and concepts Scientific.

Features The concept Geography:(indicates The concept to features General around The thing that Belongs to To him, He depends The concept on Experiences individual previous and concepts buildings grow And seeks about integration.,that ingredients The concept group features Recipes.

Features The concept:

1. Excellence:any that it Classifies things and positions And distinguishes Among them.
2. for-Generalization: any that it no Applicable on something or position one but rather Applicable on group from things or Positions
3. Symbolism: He is symbolizes only For the feature or group from Properties Abstract
4. Ingredients The concept: It is clear Brunner(Bruner) is one of the most prominent cognitive psychologists who formulated their theories. These theories contributed to

clarifying the meaning of the concept and how to learn it. The concept consists of several elements, which are:

- a. Name The concept: And he is word or term It is done Present it In language Certain.
- b. Examples:-It indicates to Examples Positivity that Applies on The concept Examples Negativity that Not applicable attic.
- c. Properties Basic:-Properties or Attributes Public that Put Examples in category Certain or group
- d. Value Featured:-And it is that Determine difference between Concepts.
- e. Conditions The concept: For the concept conditions according to must be present in every concept, which are:
 - 1) Naming Definition, any name Keeps on same Meaning in various Its forms.
 - 2) The concept able on fill job Procedural, any job discrimination And the ruling.
 - 3) Per concept extension(Extension), comprehension, and scope and limits of validity linked to a specific definition. A given concept cannot have its extension changed without reviewing its meaning.
 - 4) He works The concept in framework His relationship In concepts Other technique or theory, It is considered knot (Nœud) in a cohesive and organized network of relationships.
 - 5) That date concept specific, no Separate on take position Epistemology, And it remains from the duty to set: production And formation The concept And the process Review And revision that led to changing Its extension And its meaning. And the process Integrate it in Culture.

Classification Concepts: Classify Concepts Categories Many From it:

Classify it according to degree generality The concept It is represented by in following:-

1. Concepts General: And it is that that Includes category or group Complete from things or phenomena that to bear characteristic General like capital , world , college.
2. Concepts especially: And it is that that Related with things or Topics Independent same Quality especially Features concentrated like pole Northern , Baghdad.

And classifies it to three Types she:

1. Concepts materialism sensory: And it is Concepts Which It consists of About road perception Sensory , And it is grown By observation , and practice And experimentation , or Use means education and learning tangible like: school , mountain , car , farm , grove.
2. Concepts abstract: or Morale And it is Concepts that It consists of on road perception mental And expresses About her In words or Symbols like: Democracy , freedom , courage , cooperation , sacrifice.
3. Concepts cognitive: And it is that Concepts that Its shape man With his knowledge for things , And his contributions in life Pension , And his communication with progress Scientific and technology like: learning , The conference , The symposium , stock market , Globalization , commerce Free , order The economist , order Linguist , and others.

As And classify it (Al-Azirjawi ,1991) according to Forms Relationships between Features or features The concept And it is As follows:

1. Concepts Conjugation: It is called like that Unified or Connection , there Concepts Not complete Her picture In a way good Absence to set For all Features In it Definition concept (The square) or (triangle) It must from male all Properties and features that It is characterized by With it These two The two concepts , It is called like this The concept In concept (The compassionate or The Unified), or concept Collection And often what reveals on relationship that character compassion (and).
2. Concepts Differentiation: It represents This is amazing relationship in Concepts that It is difficult Learn it Don that Determine features Disperse it or separate it on Other from Among them Concepts like (the patient , smart , courageous) For example This is amazing Concepts not from essential that We remember all Features , or Properties

For that He is The concept acceptable And often From it reveals About her character compassion(or)It is called The concept in that relationship In concept Mafrag.

3. Concepts Relational:It represents This is amazing in Concepts that It consists of Definition from to set relationship between Two concepts , like concept(Density , the weight).
4. Concepts Evidence:It is represented by This is amazing in Concepts same The property, or The feature One, or Dimension One that Crosses on The concept In a way complete , like Feature(the color), or writing or pieces or that it It is eaten.

And classified Concepts Geography to:

- a. Concepts the time Time-Concepts: These are divided into two types. The first is specific time concepts associated with a starting and ending point for knowledge of time, such as the day, month, year, and spring. The second type is non-specific time concepts, such as the Ice Age and the Renaissance.
- b. Concepts Place Space - Concepts: These are complex and develop slowly. They are similar in difficulty to time concepts for students, such as the equator, the tropics, lines of longitude and latitude, the Tropic of Cancer, and the Middle East.
- c. Concepts materialism Concrete – Concepts: These are a type of concepts that can be acquired and developed through direct or indirect observation and experience. Examples of these are sea, mountain, plain, plateau, etc.
- d. Concepts Specific: Defined - Concepts are more abstract or difficult than concrete concepts, and go beyond direct experiences and observations. They require a store of information so that the student can reach abstraction and use symbols and language. Therefore, this type can be developed in advanced educational stages. Examples include respect, cooperation, freedom, geography, politics, economics, industry, cold and hot regions, and others.
- e. Concepts New:New-Concepts include concepts that have recently emerged as a result of scientific and technological progress, such as nuclear energy, developing countries, space exploration, non-alignment, and others

development Levels The concept: Classifies"Klausmeier"development The concept in four Levels she:

1. Level The tangible or material: Concert level: The individual acquires the concept at the physical level when the individual perceives something he encountered in a previous situation. The processes at this level include the availability of sensory perception of the phenomena of the thing, distinguishing this thing from other things, and the ability to remember this thing. Then the concept is acquired at this level, and sometimes it may not be acquired at other times.
2. Level subjectivity or matching: identify level: the concept may be acquired here if the individual perceives something similar to something previously known when observing various natural things surrounding him through his senses, and thus perception, discrimination, and generalization are achieved on similar things.
3. Level classification or arrangement: classifactory level: the lowest level of concept acquisition at the ordering or classification level occurs when an individual responds to at least two examples as equivalent. An example of this is an orange as a thing itself, and an orange as an artificial object. Each has properties (for each concept) that the student perceives, and so on.
4. Level formation or formation: formal level: when the student is able to name the concept and knows the difference between its examples and non-examples, we say that the concept has been acquired at the formal level, or formation, by giving multiple examples of the acquired concept. In light of that, the individual can perform the mental processes required to acquire concepts, from remembering, distinguishing, identifying, assuming hypotheses, and realizing characteristics in light of the information and data available from examples and non-examples, and then evaluating the mental processes and arriving at a conclusion about the required concept. This depends on the method used by the teacher in the teaching process.

formation The concept: Concept Formation

It is considered practical formation Concepts activity complicated , so practice In it all Jobs mentality Basic It requires Operations mentality Consecutive Being practical Interim so that it first stages development The concept.

from The well-known that children They acquire Concepts before enable them from the language.And it can formation Concepts I have any learner able on events Responses Cognitive , And it forms Concepts Feature Distinctive For experience individual or Abstraction she has.And acquire a lot from Concepts on road to learn the language.So Subscribe a lot from the people in Their use For the concept For the same Meaning Because to express For experience Shared that He is doing it individuals.that Availability series from Experiences Similar per person in side , or more It is considered Condition necessary To form The concept where that group This is amazing Aspects Similar Compose The concept Which It falls under in Experiences individual , and experiences that It is represented In it this The concept It is considered Examples Positive for him , But Experiences that It does not represent In it It is Examples negative.

that practical Classification or formation Categories she The process that from During it It is done formation Concepts when all from Rashidun and children together Things from About us Looks like As if Multiple And list By itself , not that practical Classification Allows for us that We deal with things As it is considered Similar in some Aspects And different in Aspects Other. Ways to learn The concept And teaching it: per pattern road teaching Adopts it in education Concepts , and strategies walking in style an offer And present Concepts with data science self Educational and its principles , from where Preparation To learn The concept And nature The concept , and stages His growth And its development To make available Opportunities suitable To teach Generalizations and skills, and development capacity The student on thinking And dealing with The material Academic from during adoption pattern appropriate To learn The concept.

there Two ways To learn The concept They are The method Reception and selectivity And it is as The following:-

- a. He does researcher According to For the method Reception In width Stimuli on The student learner One Follow The other In a way randomness after information learner In concept topic learning.
- b. Classifies all example on The circle on that it example or no example on The circle.
- c. He presents The teacher Nutrition The return occasion on His response By strengthening, or jealousy.

this with regards For the method Reception But with regards For the method Transitional in education The concept It follows what The following:-

- a. Displays The teacher beginning Stimuli All of them on learner batch one.
- b. He chooses learner Exciting appropriate from between This is amazing Stimuli.
- c. He presents The teacher Nutrition The return occasion after all practical to choose.
- d. Repeated attempts until can The student from to learn The concept.

He prefers Scientists self and education Scientific Specialists in field teaching generally And teaching Concepts on about more Specifically Use road thinking inductive in to learn Concepts Because it is she itself The method that used by Scientists To reach to Their discoveries Scientific New And in Introduction discovery The concept Scientific New , And as that The method inductive Help yourself The method deductive in development Capabilities thinking To enhance The concept And support it , And deepening to understand Students for him By giving Opportunities To present More from Applications attic.

factors Influential in to learn Concepts:

There is Factors affect in to learn Concepts she:

- a. Number Examples:affects Number Directly in rate to learn Concepts.
- b. Examples And the examples:whenever Increase number Examples Examples on The concept Target He was Learn it Easier.
- c. Experiences previous For the learner:Whenever She was Experiences previous For the learner wide , and diverse She was practical to learn Concepts Easier.

- d. Type Concepts:Varies Concepts in degree Its difficulty Whenever She was Concepts complex And difficult in Its significance whenever increased difficulty Learn it and vice versa with regards to Concepts simple. (slave The companion And longing)

acquisition And measurement The concept:

It indicates Studies to tendency man to Perception Colleges before Parts So Then Origins that We realize With it Experiences she Origins that We depend on On it in Operations memory, Therefore We are We remember Colleges , and that We remember also He depends on road Our acquisition for him and that practical Acquisition she Operations emotional And intentional , Therefore Then to remember what We acquired it On purpose , It is considered Remember better Which We acquired it Without Intended or by accident The motive makes individual touch In detail In a way clear And the organization Which It is possible for him after that to remember what acquired clearly Accuracy.

that practical acquisition Concepts It begins since childhood First And it does on perception Sensory Note The child what Surrounds To him from things And people Events And you do Two operations(Generalization), and(discrimination), Badour significant With this Acquisition(Bawazir and Qurban. And when It is done acquisition Experiences New While Related In concepts individual, It is enriches it And explains it.And so It is done amendment Experiences old , It appears Experiences New Which It was completed Learn it And it is formed Experiences New once It is done acquisition Concepts New. (The trick)

Distinction practical acquisition The concept between Two envelopes from learning They are practical choice And the process To receive In First Be Examples not Classified He does learner By choice,One of them It requires While if He was Example Belonging,But practical reception He does teacher By presenting Examples In order specific And classified As examples Positive And another negative.

And he points out that it It is done practical acquisition The concept if He was able to learner that connects What does he have? from structure conceptual with what Receive it from Concepts New When is exposed learner to Concepts New It is He does With operations mentality help him on Tie it including He has previously from Concepts in Its structure conceptual , then with continuation acquisition learner For stimulants and experiences New inside the school ,or Outside , Then that Concepts It increases Deeply And expanding. And he does learner in This is amazing The process By converting Information and experiences from memory The worker to memory long Range , after that He is may He added To her some Operations that Its compatibility , in order to fit structure cognitive He has , It is noted that Blindness Acquisition no It means addition something new , And it is more practical to treat For experiences New according to There is no I have learner from buildings or Experiences.

And confirms The trend Cognitive Which Represents it ideas (Piaget Brunner And Ouzbel)that it per phase from stages Evolution mental per person Allows for him to understand level specific from Concepts , and that The concept It is forming By perception Sensory then Moves to perception mental , And offers Piaget Destination consideration For the process acquisition The concept Divide it on three stages:

- a. Discrimination:He does learner from During it Collect comments Multiple For some things and phenomena , And distinguishes between points similarity And the difference.
- b. Generalization:And in it It is concluded learner from during His notes points similarity And the difference And he goes out As a result or to understand specific.
- c. Measurement: He does learner In operation measurement ,or comparison between What is it existing In front of him And between Standards that Being in His mind.

According to(Brunner)subject practical acquisition Concepts For determinants Next:

- a. Features The concept from where Being tangible or abstract.
- b. Bezel clarity Examples Belonging And other Belonging.
- c. Bezel Common The concept and its uses , and his connections , and its repetitions in the environment that Belongs to To her individual.
- d. Preparations students and their capabilities on acquisition Concepts and expression About her In the picture suitability

- e. Nature stage Al-Omariya to them And the extent consistency growth Their age mental with Their age temporal.
- f. Rhythm progress the society Cognitively And culturally And the extent Renew it For his culture and accept it For inputs Cultural Other whether Was it? existing or Derivative.

He sees(Ausubel)that Concepts Make learning The meaning , delusion He distinguishes between Two types from acquisition The concept:

the first:he formation The concept that It consists of I have children before the school As a type from learning inductive For properties Featured For things And merge This is amazing Properties to form image mentality For the concept Don that can Naming it.

the second:he Represents The concept that He acquires it The student when Growing up And it becomes Rashid He learns Meanings conceptual connect features Concepts in Ideas previous The problem in brown cognitive where realizes Relationship between name The concept And the picture mentality across for him.

Previous studies:

1. Study The signs: I conducted This is amazing the study in Jordan And threw to to get to know effect strategy circle Questions in development Comprehension Reader And thinking deductive I have Students stage Basic, from during The answer on Questions The following :
2. Do there difference in level Comprehension Reader I have Students stage Basic Condolences to strategy teaching(circle Questions to learn individual and circle Questions to learn cooperative and the method traditional)?
3. Do there difference in level Comprehension I have Students stage Basic Condolences to interaction Sex and strategy teaching(circle Questions to learn Single, circle Questions to learn cooperative and the method traditional)?
4. 4- Do there difference in level thinking deductive I have Students stage Basic Condolences to active Sex and strategy teaching(Question circle to learn Single, circle Questions to learn cooperative and the method traditional)?

It was formed sample the study from(178)Student A student from Students the line Ninth Basic in My school Fawzi And the find High school For boys and school alive The knowledge Basic For females They distributed randomly on three Groups Experimental.

I repeat researcher Test For comprehension Reader And a test To measure Capabilities thinking deductive And verification from sincerity The two tests And their stability.

And after analysis Data Statistically Using analysis Contrast The duo And test LSD for post-test comparisons The study yielded the following results:

- a. Presence Differences Self indication Statistics when level(05'0)in Comprehension Reader For the benefit of Students who They studied With strategy circle Questions(to learn Single, and to learn cooperative).
- b. Did not Show Results difference The indication Statistics between middle performance The group that I studied With strategy circle Questions(to learn individual)and average performance The group that I studied With strategy circle Questions(to learn cooperative) .
- c. Study: Throw this Search to to get to know effect strategy circle Questions in speed reading/understanding - efficiency reading - and performance Expressive when female students the line the first Average.

Included Sample on(64)student from female students the line the first Average in High school The banks For girls Subordinate to Directorate breeding Baghdad Rusafa Second , in alive Teachers, And Distributed on Two groups In fact(32)student in The group empiricism,and(32)student.in The group The officer.I taught Researcher The group empiricism With strategy circle Questions,And I taught The group The officer In the way traditional .

Prepared Researcher test Be from piece Reading number Her words(350)word Track it three Questions , The question the first from type choice from Multiple , The question the second from type Arrangement , The question the third from type Completion , And it was

confirmed from charity , And his stability , And power Discrimination For its paragraphs , and coefficient Its difficulty , And effectiveness Its alternatives The wrong one.

And using Test Al-Ta'i For two eyes Independent, It resulted in the study on The two results The following two: - there difference Dhu indication Statistics between middle grades female students The group empiricism who They study material Reading With strategy circle Questions and average grades female students The group The officer who They study The material itself In the way traditional in speed reading/understanding -(efficiency reading)- For the benefit of The group empiricism And when level(05'0) - there difference Dhu indication Statistics between middle grades female students The group empiricism who They study material Reading With strategy circle Questions and average grades female students The group The officer who They study The material itself In the way traditional in performance Expressive For the benefit of The group empiricism when level(05'0).

Al-Dalami, Muhanna Abdullah (2014) This study aimed to investigate the effect of directed extracurricular activities on developing the need for knowledge and future directions among gifted students in the secondary stage, fourth grade, science, 60 students (secondary).

Jordan -T-test - Pearson's correlation coefficient, percentage

- a. The need for love and appreciation of others are the two most powerful needs at the age of (13) years for female students, and the need for self-esteem appeared at the bottom of the list, while the cognitive needs and the need for self-esteem emerged as strong needs when tested at the age of (19) years.
- b. The grades of male students are lower than the grades of female students, and they are of all age levels.
- c. The degree of possession needs among female students is higher than that of male students.
- d. The levels of need for psychological security among male students are lower than female students at all levels. The study of Al-Moumani, Abdul Latif, Khazali, Qasim aimed to identify:

Cognitive beliefs in light of the need for knowledge and gender in a sample of secondary school students. The relationship between the need for knowledge among students of the College of Physical Education, Al-Muthanna University. 68 male and female students. T-test - analysis of variance.

- a. A square like any other, there are statistically significant differences between male and female students in the level of need for knowledge and in the interest of students

Aspects benefit from Studies previous

- a. He reported researcher from Studies previous in examining on Types designs empiricism that I ate it Studies, And the process Conduct it and periods application Its programs , And his assistance on to choose Its design experimental.
- b. I derived number from Paragraphs Its scale from number from Studies that I mentioned In it Paragraphs Concept Acquisition Test after procedure Amendments occasion On it According to For the purpose His research And its suitability I appointed him and the environment Academic Iraqi.
- c. Recognition on steps building a test Acquiring historical concepts And that from during examining on Tests Similar in Studies previous.

Chapter Three Search procedures

Research Methodology: The researcher adopted the experimental method for this research as it is the appropriate method for such research.

1. Experimental design: The researcher chose the equivalent groups design with a post-test, and Figure (1) shows that.

The group	independent variable	dependent variable	Post-test
empiricism	Question Circle Strategy	historical concepts	Historical Concepts Test
The officer	-----		

Figure 1. Experimental design

2. **Research community:** The research community consisted of fifth-grade literary students in government preparatory and secondary day schools for boys in Baghdad Governorate for the academic year 2024-2025 AD, distributed over six general directorates of education in Rusafa (first, second, and third) and Karkh Education (first, second, and third).
3. **Research sample** The sample was selected as follows:
4. **Sample schools:** The researcher used the random phased method, as the choice fell on the General Directorate of Education in Baghdad Governorate / Al-Karkh Third, by simple random drawing method. The (Martyr Izz Al-Din Salim Boys' Intermediate School), in which the researcher will conduct the experiment, was also chosen by random drawing method, to be the research sample from it.
5. **Student sample:** After selecting the school and before starting the experiment, the researcher visited the school and found that the number of fifth grade literary classes in the school was three classes: (A, B, C). The classes were randomly distributed into two research groups. Class (A) was the experimental group that studied using the question circle strategy and had (33) students, and Class (C) was the control group that studied using the traditional method and had (32) students. The students who failed were excluded due to the possibility of them being affected by the experience in the academic subject from the previous year, and their number was (4) students, while they were allowed to continue in the two research groups to maintain the school system and continue their education. Thus, the final number of the research sample became (61), as shown in Table (1).

Table 1. Students in the research groups before and after exclusion

T	The branch	The group	Strategy	Number of students before exclusion	Failed students	Number of students after exclusion
1	A	empiricism	strategy circle Questions	33	1	31
	C	For the officer	The method traditional	32	2	30

6. **Group equivalence,** Before starting the experiment, the researcher was keen to ensure that the students in the two research groups were statistically equivalent in some variables that might have an impact on the results of the experiment. The variables are: (chronological age calculated in months - parents' educational attainment - intelligence test - prior knowledge test of the history subject). Using one-way analysis of variance, I extracted the calculated value of (F) for the students' grades with continuous data and the Chi-square for the discrete data. It became clear that the

calculated value is less than the tabular value of (F) at the level of (0.05) and the degree of freedom of (84.2), and this means that the three groups are equivalent in these variables.

7. **Supplies:** Specify The material Scientific And analyze it:- I have identified Researcher The material Scientific that You will study For female students in during period experience, And it is the chapter the first revolution French general 1789m, And the chapter the second independence States United American on colonization British And nature Its system politician, The reporter For the class Fifth Literary For the year Academic 2024- 2025. Analysis The material Scientific on according to For concepts:- I followed Researcher style analysis Content To determine Concepts historical Incoming within Vocabulary The reporter , from during reading all topic In the picture minute To determine Ideas that Indicates on Concepts President And the branch. And so It was completed to set (20) understood To make sure from sincerity analysis Content It was completed an offer existing Concepts on group from Experts and the arbitrators And They agreed on acceptance all concepts, And so verification honesty Al-Dhahiri
8. **Formulation Goals behavioral:-** She did Researcher In formulation Goals behavioral Depending on content The book and goals public, And He reached Number (60) goal My behavior In its form Primary Distributed on Three levels (knowledge, discrimination, Application) And it was done Show it with content The material on group from arbitrators Specialists By history And its manners, And its curricula, and methods teaching it, And my teacher The material. And I relied on Researcher rate (80%) from Opinions arbitrators standard For validity the goal behavioral And the extent Its suitability, And I adjusted in a light Their comments.
9. **Prepared Plans Teaching:-** I prepared Researcher plans The teacher For topics The decision Teaching it in during period experience in a light content The book The decision and goals behavioral For the material, teaching female students The group empiricism With strategy circle Questions, And on according to steps The method traditional It is done teaching female students The group The officer, And I offered Models from This is amazing plans on group from Experts Specialists By history And its manners And its curricula, and methods teaching it, And teachers The material To survey Their opinions and their comments and their suggestions For the purpose of to improve formulation that plans, And made it healthy Includes success experience, And in a light what Start it Experts I did it Amendments necessary On it, And I became Ready For implementation.
10. **Adjusting some internal variables:** To obtain accurate results, it is necessary to adjust some extraneous variables that may affect the integrity of the experiment. And its results. Below is a presentation of some variables and how to control them:
 - a. **Teaching duration:** The experiment lasted (9 weeks) and the number of classes was (24) study classes for each group, and the remaining classes were for the purpose of solving questions.
 - b. **Teaching:** The researcher taught the two groups (experimental and control) in order to limit the effect of this factor and in accordance with the teaching plans for each group.
 - c. **Class distribution:** The weekly schedule was organized in cooperation with the school administration so that the two groups (experimental and control) would study history on the same days and at close times, with three classes per week.
 - d. **Experimental extinction:** is the effect resulting from a number of students leaving the research sample or dropping out during the experiment. No student dropped out, left, or transferred during that period.
 - e. **Physical conditions:** Two adjacent halls were chosen to teach the experimental and control groups, as they provided good specifications in terms of lighting, seats, and type of blackboard.

Search tool:

Achieving the research objectives of acquiring historical concepts requires the development of a concept acquisition test. Tests are among the most common and widely used assessment tools and methods for evaluating educational outcomes, and are therefore widely used to determine the achievement of educational objectives. To measure the groups' acquisition of historical concepts, the researcher developed a concept acquisition test.

The test items were formulated as multiple-choice items. The researcher relied on objective tests because of their ability to cover all the educational content items, in addition to their accuracy and economy of time and effort. They also reduce the possible differences between the evaluators' judgments, because they are not affected by the subjective factors of those who use them, in addition to their contribution to the stability of the test and the accuracy of the results.

The researcher formulated three paragraphs for each of the twenty approved concepts. The first measures the definition of the concept, the second measures the distinction of the concept, and the third measures the generalization of the concept. She prepared instructions explaining how to answer the test paragraphs, in order to complete the initial formulation of the test. These instructions were taken into account to be easy to understand, clear, and able to convey what is required of the student, in addition to preparing answer keys for the test.

Test correction procedures and logical analysis of its items:

One point was allocated for each correct answer and zero for each incorrect answer. The omitted items were treated as incorrect answers, so the student's total score for the test was 60 points.

To verify the validity of the test content in representing its test paragraphs for the material to be measured for the academic content (definition, discrimination, generalization), the opinions of the arbitrators and experts were sought, and in light of their comments, some paragraphs were modified, and no paragraph was excluded because all paragraphs received approval from (80%) or more of them, as the researcher relied on this percentage as a criterion for the validity of the paragraph.

Exploration application for the test:

In order to verify the clarity of the test paragraphs and instructions, the researcher applied it to a pilot sample of Fifth grade literary students, numbering (200) students.

Determine the appropriate time for the test:

The researcher arrived at the average time to answer the test items by calculating the average time of the students, by recording the time on each student's answer sheet when they finished answering. The researcher used the following equation to extract the answer time:

Average answer time = time of the first student + time of the second student + time of the third student + time of the fourth student + etc. total number. The average time to answer the achievement test items was (50) minutes.

Analysis of test paragraphs: Analysis test items:

The process of analyzing test items is of great importance, as it provides benefits that help in producing effective measurement tools that accurately measure traits, and work to develop test items to the extent that they make a significant contribution to what the test measures.

After correcting the students' answers, the researcher arranged their scores in descending order from the highest score to the lowest score, and then divided the answer sheets into two categories (two groups), and chose a percentage of (27%) from the upper group, and (27%) from the lower group, as the number of students in the upper group was

(54) students, and the number of students in the lower group was (54) students, according to the level of difficulty and the strength of discrimination, as follows:

1. Difficulty of the test items: *Difficulty test items*

After calculating the difficulty coefficient for each of the test paragraphs, it became clear that it ranged between (0.31) and (0.68), and the researcher concluded from this that all the test paragraphs are acceptable and valid for application, as the literature indicates that a good test is one that includes paragraphs whose difficulty ratio ranges between (0.20) and (0.80).

2. Distinguishing test paragraphs: *Discrimination of test items*

After calculating the discrimination power of each paragraph of the test, the researcher found that it ranged between (0.33) and (0.62), and the test paragraphs are considered good if their discrimination power is (0.30) or more.

3. The effectiveness of wrong alternatives:

After the researcher conducted the necessary statistical operations, it became clear to her that the incorrect alternatives to the test items attracted a greater number of students from the lower group than from the upper group. Therefore, it was decided to keep them all without deletion or modification.

4. Test reliability: *Reliability of the test*

The reliability coefficient extracted in this way reached (0.81), and after correcting it using the Spearman-Brown corrective equation, it became (0.86), which is an acceptable reliability coefficient, as the reliability coefficient is considered good if it reaches (0.67) or more.

5. Application of the experiment:

The researcher began implementing the experiment on Sunday, October 2, 2025, after organizing the lesson distribution schedule for the history subject with the two school administrations. Before starting teaching, the researcher explained the additive numbering method and how to use it to the students in the first experimental group. She also explained the "circle-pairing-sharing" method and how to use it to the students in the experimental group. She also explained the traditional method and how to use it to the students in the control group.

At the end of the experiment, the researcher administered the concept acquisition test to the students of the three research groups on Thursday, December 8, 2025, at the same time after the students had prepared for this test. The researcher set the date for the test a week before its application in order for all students to be ready for the test.

The researcher was assisted in implementing the test by a number of subject teachers who supervised and ensured the integrity of its procedures and the integrity of the experimental procedures.

Results Search And its interpretation: Okay Verification from investigation goal Research Will do The researcher By test health The two hypotheses The two yellows The following.

no There is difference The indication Statistics When Level(0.05)between Average degrees Students The group Experimental that Studying according to Strategy circle Questions and average degrees The group The officer that Studying according to The method Regular in Historical concepts test.

Firstly: an offer Results.

Use The researcher The bag Statistics program(SPSS) The required data were entered and the t-test law was applied for two independent unequal samples. It was found that the arithmetic mean of the scores of the students of the experimental group was (47.322) and the standard deviation (15.449), while the arithmetic mean of the scores of the students of the

control group was (34.060) and the standard deviation (15.241). The calculated t-value was (3.456) at a significance level of (0.05) and a degree of freedom of (60), which is greater than the tabular value, which is equal to. This indicates the existence of a statistically significant difference between the average scores of the students of the experimental group and the average scores of the students of the control group. The control group in the test of acquiring concepts, in favor of the experimental group, and this indicates the superiority of the students of the experimental group who studied the history subject according to the strategy of the circle of questions over the students of the control group who studied the subject in the usual way in the test of acquiring historical concepts, and thus the first null hypothesis is rejected, and the alternative hypothesis is accepted, Table (2)

Table 2. Average Arithmetic mean, variance, and t-values (calculated and tabulated) of the scores of the students of the two research groups in the historical concepts test.

The group	number individuals Sample	Average Arithmetic	deviation Standard	degree freedom	value Ta'iyya		level Significance 0.05
					The calculated	Tabular	
Empiricism	30	47,322	15,449	60	3.456	2,000	Dal
The officer	31	34,060	15,241				

She came results This is amazing the study Agreed with results study that Proven presence difference The indication Statistics between My group Search For the benefit of The group that I studied Using strategy circle Questions And you see Researcher that that may Returns to Reasons The following:

1. That strategy circle Questions Make I have individual ability on attribution His success For himself And it increases from His trust With his abilities and allows for him an opportunity For use studied For skills To improve His performance And help him on transfer Missions to Experiences Other , And confirms a lot from Researchers necessity Training on like This is amazing Strategy within environment Educational organized Allow For students By learning And acquire the concept. (Learher & Mclaughlin, 2001, p:123
2. That strategy circle Questions Make I have individual ability on attribution His success For himself And it increases from His trust With his abilities, And it allows for him an opportunity For use studied For skills To improve His performance And help him on transfer Missions to Experiences Other, And confirms a lot from Researchers necessity Training on like This is amazing Strategy within environment Educational organized, Allow For students By acquiring concepts
3. If strategy circle Questions Tighten attention Students For the material stomach To read, And it excites thinking in Their operations cognitive, It works to acquire historical concepts..
4. Using strategy circle Questions may Contribute In a way big in Acquiring historical concepts when students sample Search And that from during Their practice For style Scientific in thinking in Their expression And their innovation For some phrases In response consequential when Read it or We saved it,
5. Encourage Students on Interaction active with The material Read when They cost Bitcoin Questions And research on Answers she has ,not merely response negative

when He puts it forward The teacher or The book from questions And you win them
Skill necessary To acquire the historical concept.

4. Conclusion

In light of the research results, the following conclusions were reached:

1. There is The significant impact of the question circle strategy on the acquisition of historical concepts by fifth-grade literary students.
2. The question circle strategy led to the acquisition of historical concepts by fifth-grade literary students in the subject of Historical.
3. The traditional method of teaching plays a role in acquiring historical concepts, but not to the same extent as the question circle strategy.
4. That teaching With strategy circle Questions for him effectiveness in Acquiring historical concepts when I have students the line Fifth Literary
5. That teaching With strategy circle Questions In acquisition Concepts historical when I have students the line Fifth Literary.
6. That use This is amazing Strategy Help on Empowerment students from generation Questions And put it forward in during The lesson.

Recommendations

In light of the research findings, the researchers recommend:

1. Training History teachers in the Ministry of Education's Training and Preparation Directorate are using the question circle strategy in teaching the subject.
2. Inclusion the strategy of the question circle in history books by the curriculum department (history curricula) in the ministry of education.
3. Inclusion question circle strategy for the vocabulary of the history teaching methods course for third-year students in colleges of education, developed by the curriculum department at the ministry of higher education and scientific research.
4. Identification school the date and its teachers in preparatory stage with strategy circle questions in acquisition concepts historical for students this is amazing stage.

Suggestions:

In continuation: For this research, the researchers propose conducting the following research:

1. Procedure a comparative study between the question circle strategy and modern teaching methods to determine the differences between them in different variables and age groups.
2. Effectiveness the question circle strategy in acquiring historical concepts among first-year middle school students.
3. Procedure a similar study using the question circle strategy on other variables (logical thinking, coordinate d thinking, future thinking, analytical thinking, creative thinking).
4. A study to identify the obstacles and challenges facing the implementation of teaching according to the Question Circle strategy in Iraq.

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