

عنوان رسالة الماجستير: اثر تحريك الأنشطة الصفية في اكتساب المفاهيم التاريخية لدى طالبات الصف الثاني متوسط في مادة التاريخ العربي الإسلامي واستبقائها. مقدمة إلى كلية التربية الأساسية/الجامعة المستنصرية/٢٠٠٧م.

## ABSTRACT

The importance of the present research can be recognized through its emphasis on the importance of using the teaching class activities to achieve the goals of teaching history subject . Such class activities may have important role in rising the motivation of the girl students towards the acquisition of the historical concepts .

This work , again , aims at knowing and keeping the effect of the activation of the class activities and their importance in acquiring the historical concepts among the girl students of the 2<sup>nd</sup> – year – intermediate stage .

The targeted aim of this research seems to have been achieved through experimenting the following zero right hypotheses :

1. No statistically significant differences have been checked within the (0,05) level between the average of the students' marks in the three experimental groups in the test of the acquisition of the historical materials from the above hypothesis , the following branch ones can be realized :
- 1-1. In doing the acquisition test of the historical concepts no statistically significant differences can be seen between the average marks of the students of the first experimental group that studies through the use of the introductory activities and the average marks of the second group that studies through the use of the building activities .
- 1-2. In implementing the acquisition test no statistically significant differences can be realized when matching the average marks of the girl students of the first experimental group that studies through the introductory activities and the marks of the third group that studies through the final/finishing activities .
- 1-3. In passing the acquisition test, no statistically significant differences can be realized between the average marks of the girl students of the second experimental group that studies through the

use of the building activities and the average marks of the third group that studies through the use of the final/finishing activities .

2. In the test of keeping the historical concepts, no statistically significant differences have been found within the (0,05) level between the average marks of the three experimental groups . this hypothesis also can divided to the following branch hypotheses :
  - 2-1. In the test of keeping the historical concepts, no significant statistical differences have be realized between the average marks of the first experimental group that studies through the use of the introductory activities and the marks of the second group that uses of the building activities process .
  - 2-2. In the test of keeping the historical concepts, no significant historical concepts have been checked between the marks of the first experimental group that uses introductory activities and the marks of the third group that uses the final/finishing activities .
  - 2-3. Also, in the test of keeping the historical concepts, no statistical differences have been seen between the average marks of the second experimental group that uses the building activities in its studies and between the average marks of the third group that uses the final/finishing activities in its work .

The researcher chooses an experimental design with a partial control . Three experimental groups pass a post test . the sample consist of (90) girl students , (30) students for each group . the students of the research sample have passed a comparison test that dealt with the variables of : cleverness , age , past study of history subject (first year intermediate) , past information about the historical concepts (history subject of 2<sup>nd</sup> year – intermediate ) , and pro-test done .

For checking the acquisition of the historical information got by the sample research that has been studied by the researcher herself , the researcher , and at the end of the work that continued for a full semester (study period) , applied a fifty-item true and constant test . the test has been applied again after (14) days to check the information keeping process .

By the use of the difference analysis and Cheffee equation in the statistical treating of data , the work has shown that the first

experimental group has exceeded both the second and the third experimental groups in the acquisition and keeping of the historical material . while the second group has equaled the third one in the above matter .

According to the results of the research , the researcher introducing and gave the following suggestions :

1. Teacher of Arab/Islam history in the intermediate stage should follow the varied class teaching activities in their teaching of the above subject owing to their importance in raising the efficiency of learning and acquiring the material .
2. In-service training of the teachers about how to prepare and introduce the learning activities through the true care of the methods of the teaching history and the relative educational technicals .
3. The researcher approves an implementing of a similar study on the other studying materials and within the 2<sup>nd</sup> year-intermediate stage.