PalArch's Journal of Archaeology of Egypt / Egyptology

THE EFFECT OF EMPLOYING THE STRATEGIES OF CIRCULAR DEBATE AND RANDOM INPUT ON THE DEVELOPMENT OF POSITIVE THINKING IN THE SUBJECT OF GEOGRAPHY FOR LITERARY FIFTH-GRADE STUDENTS

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Asst. Prof. Dr. Mohammed Jawad Kazem Al-Azzawi, The Effect of Employing the Strategies of Circular Debate and Random Input on the Developmet of Positive Thinking in the Subject of Geography for Literary Fifth-Grade Students-Palarch's Journal Of Archaeology Of Egypt/Egyptology 17 (07), 1673-1691. ISSN 1567-214x. Published October 2020.

Keywords: Round robin, Lateral Thinking, Geography. Random entrance. Fifth grade literary.

ABSTRACT

This study aimed to uncover the effect of employing the two strategies of circular debate and random approach in developing positive thinking in geography among fifth-grade literary students.To achieve the goal of the study, the researcher prepared the positive thinking scale, which consists of (38) paragraphs distributed over the five dimensions, namely (positive expectations towards the future, positive participation, positive self-concept, satisfaction with life, positive flexibility), and after making sure of its validity by ten arbitrators. And from its stability using the (Alpha - Cronbach) equation, which reached (0.80), and the researcher used the statistical methods - mono variance - the Schiffhe test 2 and Chi-2 square. The results showed:

1- The students of the first experimental group that studied with the ring-based strategy were superior to the students of the control group that studied the same subject in the traditional way.

2- The students of the first experimental group that studied with the ringed debate strategy outperformed the students of the control group that studied the same subject in the traditional way.

3- The students of the first experimental group that studied with the ring-based debate strategy outperformed the students of the control group that studied the same subject in the traditional way.

Introduction

The world is experiencing today a great scientific and technological revolution, which has an impact on all areas of life, including the field of education, which requires this development of education from the imposition of our new status on education by the need to review its objectives and programs, organize its institutions and methods of work, and diagnose aspects that require change or In terms of development, as well as proposing alternatives in teaching methods and their strategies and methods used in accordance with the scientific rules that are part of their work and the nature of their performance (Abu Jaber, 2015, 34)

As a result of the great and tangible progress in the field of education and psychology, several attempts have been made to develop modern teaching methods and strategies in order to achieve the desired goals of the subject matter or curriculum without difficulty or confusion, and in order for the curriculum to achieve the educational goals, appropriate modern methods and strategies must be available through which it can be communicated. Curriculum content and experiences to students in a way that motivates them to actively interact positively with educational experiences. (Al-Rayyan, 1971, 18)

Education scholars and psychology in general, and those interested in teaching methods, teaching and learning in particular, competed to present the various educational and educational methods and techniques that make the learner thinker, creative, and critical, positively with what is proposed for discussion, after he represented the person receiving the information, and the conveyor of facts and knowledge. Among the last and most recent of these methods is what was termed one of them as experiential learning or experience-based learning, and the other being called active learning (Meyers and Jones, 1993,144). And both Bonwell and Eison (1991) defined Active learning means providing students with an opportunity to participate in some activities that encourage them to think and comment on the information presented for discussion, so that students not only listen normally, but also develop important skills to deal with different concepts in various fields of knowledge, by analyzing these skills And its installation and evaluation through discussion with others, asking various questions, or doing written work, provided that students are involved in activities that force them to respond to the The ideas and opinions put forward and how to apply them, within many ways of that participation, depending on the nature of the subject matter or the type of topics presented for discussion (Saada and Umniah, 2020, 2).

One of the active learning strategies is the circular communication strategy. This strategy is based on the constructivist theory that calls for the student to work to build knowledge by himself and not to rely on the teacher to receive knowledge. This strategy has great importance for the student, as it does not transfer him from the negative role he practices in traditional learning The positive role represented in the active participation in the lesson, and the access of the student to higher levels in the field of knowledge, it works to stimulate the students' scientific thinking, and makes the student a researcher and searcher for knowledge, in addition to its interest in the emotional and skillful side of the student. Summarize the lesson so that the student summarizes the lesson in the form of questions (essay and objective) and searches for correct and typical answers to them, (Al-Shammari, 2011, 65). It encourages spreading the spirit of cooperation among students and stimulates the factor of enthusiasm and scientific competition they have by dividing them into teams that compete with each other in answering the questions posed in addition to being working to develop a love of reading and knowledge for them, and it is suitable for all educational levels of students (Kothari & Thomas, 2012: p129))

The ring discussion strategy is an effective tool for building the student scientifically and educationally, and it helps subject teachers to easily and easily deliver the study subjects according to regular educational plans and goals, and this strategy encourages students to actively participate in the educational unit through verbal interaction between the students themselves in order to acquire a set of information And the desired skills and attitudes, and what distinguishes this strategy is the seating pattern of students who are highly effective in this strategy, (Al-Shammari, 2011, 30-31).

Emphasizing the importance of using modern strategies that are appropriate to the nature of the literary vocabulary of the geography subject book for the fifth grade to be taught, developing education in Iraq and advancing the educational process, all of this prompted the researcher to conduct the current research and try another strategy, which is the random approach strategy in teaching geography, which may attract attention Students and involve them in the lesson. As it makes them the focus of the educational process and adds an aspect of excitement and suspense to the lesson and moves it away from the monotony present in the traditional methods in which the student has a positive role due to its interaction between the teacher and the student, and the teaching process is in the form of an organized series of actions that the teacher runs and the student contributes in theory and practice .

Random entry is a strategy for producing new ideas, so we can use them as teachers in various teaching processes such as teaching concepts, values and trends, in explaining and clarifying ideas, in analysis, synthesis and judgment processes, and in training and evaluation processes. The random approach is a teaching strategy that teachers can use in various teaching processes such as teaching concepts, values and trends, explaining and clarifying ideas, analysis, synthesis, judgment, application, installation and evaluation processes, which leads to the development of students ’abilities in all aspects, which leads to the final outcome to reach the main goal. Obeidat and Suhaila, 2007: 157), defined by De Bono, 2003), the random approach

strategy is a kind of creative focus that is resorted to when we need to generate new ideas, and a word is randomly chosen from among the ideas presented for discussion. Bono, 2003, p. 25) (De

(Obaidat and Suhaila, 2007) also defines it as "the ability to obtain new ideas about a subject that we do not know about through the use of any other random thought that has no connection to the topic." (Obaidat and Suhaila, 2007: p. 105).

And (Saadeh, 2018) indicates that it encourages students to open new paths through the random word, and makes them able to compare the unfamiliar between words or concepts, and find new relationships between things that have no relationships between them, then connect and conclude the different relationships, and thus encourage him to generate innovations and solutions New, and to you, through multiple linking tools, you all help students discover new horizons of thinking, and they represent one of the mechanisms for producing more new creative ideas, so the desired educational goal here is to search for excitement, and it is preferable that it is basically random in nature, i.e. unintended. . , (HE, 2018, 390).

Thinking is one of the most prominent features that characterize a person from other living things, because any thinking includes all mental processes, including imagination, understanding, inference, analysis, generalization, and explanation and through it man can deal with his natural and social environment, and interact With its positive effects in a way that achieves its own interests, and negatively with what it wants to avoid and contradicts its interests (Al-Alousi and Al-Zoghbi, 2002, 11). Thinking is a refined mental, cognitive and emotional skills that are built and based on the outcome of other psychological processes, and it has a direct relationship with self-management. Thinking is the integrity of the performance, and thus the person moves towards the positive and away from the negative. (Daamas, 2015)

One of the goals of modern education is the development of thinking among students, including positive thinking, which makes the student recognize the paths that lead to success and expect good, satisfactory and not positive results. It also encourages the student to approach life’s challenges with a positive outlook. This does not necessarily mean that he avoids or ignores bad things instead. From that, it involves making the most of bad situations and trying to find out the best, as others present himself and his abilities in a positive light, (Hsiao & et al, 2012, 46), Neck & Manz, 1992 concluded. The use of positive thinking can be accompanied by an increase, monitoring and evaluation of the inner thoughts and convictions directed to the individual's expectations for success in solving the problem and the increase of the individual's self-ability to think in positive directions, to become more willingly controlling the thinking process and its directions, which leads to the formation of positive, controlling and effective thought systems that help in directing The individual towards solving the problem, (Neck & Manz, 199,64).

De Bono coined the term Lateral Thinking in 1968. And he distinguished between it and vertical thinking (Vertical Thinking) on the one hand and creative thinking on the other hand. He invented the Cortex program that was published in Britain in 1973

AD and its name is derived from the initials of the name of his institution that he established and managed in Britain as (Cognitive Research Trust). The program represents the application side. In teaching thinking skills in the classroom (De Bono, 1995: 195).

Accordingly, positive thinking can be learned and developed like any other skill, and it is possible to teach positive thinking by using both application, asking questions, correcting ideas and encouraging students to search and investigate, reflect, and express different ideas that are unfamiliar without fear of falling into wrong answers. Or is not balanced, and the processes of positive thinking and thinking activities should be carefully planned as part of the school session and educational activities (Abdulazizou 2009, 81).

(Al-Fiqi, 2007) indicates that "positive thinking is a mental habit practiced by the student in an unconscious manner based on the exploitation of his potential energies and potentials, organizing his ideas, experiences and knowledge, and choosing from them in a manner that suits the current situation and focusing his feelings and behaviors towards achieving his goals that he seeks and serious planning for the future. (Al-Fiqi, 2007, 90), and the more positive thinking is, the more it leads to a successful solution to the problem or situation, and the more negative thinking that leads to dealing with the problems in superficial and wrong methods, except by correcting these problems and exaggerating in dealing with them, thus not reaching To persuasive solutions that are facilitated, reduced, and easy to follow methods in dealing with them, and the lack of access to an appropriate solution, and the teacher has a great responsibility, which is to stimulate positive thinking among students, increase their academic achievement and choose the appropriate teaching strategies appropriate with the educational position that enables students to understand the course material and increase their interaction within Class. (Barakat, 2006, 5).

Secondary education is among the important educational stages in relation to achieving the general goals of education in society, as it has basic and essential tasks to meet the needs and development requirements of society, so the stage of secondary education, by virtue of its nature and location on the educational ladder, represents an intermediate position between basic education on the one hand and higher education on the other hand. Secondary education has a balanced educational and social role, which is preparing students to continue their education in universities and higher institutes, as well as choosing a profession or study that matches their characteristics (Al-Tamimi and Nassif, 2007: 4)

Research problem: We live in a world that is witnessing many and rapid changes in the era of information technology, where the individual is exposed to a huge amount of contradictory information, so teaching thinking has become necessary, in order to distinguish between what is true and what are just baseless allegations, and this cannot be resolved unless we use A successful teaching method consistent with the psychological and basic aspects of the learners (Al-Shuwairkh, 2007, 3). Therefore, the teaching problem can be attributed to a major factor, which is the association with the teaching methods that the teacher follows (Al-Tamimi, 2010, 38) and this is

confirmed by a study (Al-Salhi, 2014) and a study (Al-Mousawi, 2011). The results also indicate that most of the teachers excuse the explanation most of the time without paying attention to the thinking questions and giving the student a positive role and practicing positive thinking. Students 'thinking about information and their participation in class discussions between them and the teacher through an exchange of ideas and a spirit of optimism and reaching the right solution leads to enhancing students' self-confidence and keeping them away from negative thoughts, not that the prevailing classroom climate is characterized by stagnation and negativity, and this is confirmed by the study (Al-Tufayli, 2018) , 125).

Therefore, the problem of the current research can be determined by answering the following question: Do the strategies of random introduction and loop debate have an effect on the development of positive thinking among fifth-grade literary students?

The importance of the research: - The importance of this study lies in the development and activation of the educational process through: -

1- Providing teachers of geography with new strategies that can be used in teaching this subject in an attempt to improve students' positive thinking.

2- Providing the library and those interested in the educational field with research information on this circular debate strategy and random input in teaching geography.

3- The research may contribute to raising the level of positive thinking, which prepares the mind to think positively and makes the student able to make the best use of teaching.

4- The current study targeted an important age group, who are students of the fifth grade literary, as it is an important category and its subsequent turn towards the university level.

5- The students themselves may benefit from the results of this study by highlighting the factors that lead to an increase in the individual's self-ability to think in positive directions to become more willingly controlling the thinking process and its directions, which leads to the formation of positive ideas.

Third: The objective of the research: The present study aims to know the effect of using the strategy of the ring strategy and the random approach in developing positive thinking in the geography subject among fifth-grade literary students.

Research hypothesis: To achieve the goal of the study and answer its main question: the following null hypothesis was chosen: There are no statistically significant differences at the level of (0.05) between the average scores of the students of the first experimental group who are studying with the ring strategy and the average scores of the students of the second experimental group Those who study with the random approach strategy and between the average scores of the control group students who are taught in the usual way in the positive thinking scale.

Fifth: Research limits: This research is limited to: -

1- Fifth-grade literary students in governmental daytime middle and high schools of the General Directorates of Education in Baghdad Governorate.

2- Topics of the natural geography book to be taught for the fifth literary class in Iraq for the academic year 2017-2018.

3- The study is limited to the positive thinking scale, which was prepared by the researcher.

Sixth: Defining the terminology, the ring strategy. The researcher defines it procedurally as: - A set of procedures and practices that the researcher follows in educational situations while teaching students of the first experimental group of the research sample by asking one question to the group, and each student must participate in any addition to the answer until the session is completed and the role returns to it again , And the answers are discussed by one of the group members in order to achieve the best achievement which is the development of positive thinking in the geographical subject and according to the plans prepared by the researcher for this procedure,

Stochastic approach strategy:

The researcher defines the random entrance strategy procedurally as: - Taking the following steps (presenting the scientific material, presenting random stimuli, presenting ideas, recording, finding relationships, summarizing) conducted by the geography teacher (the researcher) to teach classes of geography, under discussion in a sequential and coherent manner. A logical correlation and applied in the classroom in a coordinated tactical manner to achieve the teaching objectives of the students of the experimental group in the research sample and help them in positive thinking that leads to the result of increasing student achievement

The researcher knows the Positive Action Thinking Scale, which is the degree that students obtain (the research sample) on the Positive Thinking Scale prepared by the researcher for this purpose.

- (The fifth literary grade): “It is the second grade of the three preparatory school classes, and the preparatory phase is the study phase that follows the intermediate stage, and the duration of the study is three years, and the specialization is scientific or literary, and this phase consists of the fourth grades (Scientific or literary), the fifth (scientific or literary) and the sixth (scientific or literary). (Republic of Iraq, 2008)

The second topic: theoretical aspects and previous studies

The first axis: the theoretical aspects: the random entrance strategy

The random approach strategy: It is one of the strategies of brainstorming and it is based on brainstorming and stimulating it to generate new creative ideas that were not known before (Kazem, 2005, p. 125). Its innovation (De Bono) has been applied in many countries of the world, including the United Kingdom and the United States. America

(De Bono, 1995: 189) and Japan, but unfortunately it is still relatively strange to our psychological and educational thought, as it represents a mechanism of creative thinking mechanisms by creating relationships between concepts that had no apparent relationships between them originally known, and therefore the proposed stimuli were called random stimuli. (Kazem, (2005, 125). That is, the random approach strategy aims to find a convergence between scientific concepts and unintended random words and link them to the idea under investigation. Therefore, it requires professional capabilities in the development of thinking (Salah El-Din, 2006: 207-209).

Zayer et al. (2014) call it the "random entry" method. He also states that De Bono calls it “random entry strategy” or at other times he calls it “random entry technique,” while another calls it “random word strategy, or random stimulation” (Zayer et al., 2014: 292).

The researcher believes from what has been mentioned that there is a big difference about the random approach, in terms of naming, we find the difference clear even by the writers themselves, as some of them mention it with two or more designations. Once we find that its name is strategy, style, time, technical, and method, but we can say that it is closer to Name the random entry strategy.

(Abu Jadu and Muhammad, 2007) states that De Bono believes that the random approach strategy is a kind of creative focus that we resort to when we need to generate new ideas, and this strategy is used in a few situations.

1- Stagnant: This strategy is effective when ideas are implemented as a result of being repeated several times on the same topic, even if the ideas are repeated in different forms, then the use of the random excitation strategy is useful in finding alternative ideas.

2- Rapid creativity. The random stimulation strategy is the fastest and easiest among other strategies and methods. When new creative ideas are generated, presenting the random stimulus is the best solution.

3- Products and Services This strategy is very effective in providing ideas for new or unfamiliar products or services. It is considered a strategy for transforming what is in the mind from stored experiences and ideas into stimulating ideas that generate other ideas, and by using them, speculations can be made in several things, including: -

A- Directing the question that can be done by limiting thinking and focusing attention on something.

B- Availability of a set of information, then random selection of it to enable the solution of the problem at hand.

C- Using this randomly selected information to explain the phenomena in question, and the importance of this strategy lies in understanding the self-organized mental process and is used to obtain new ideas in the sense of generating a new pattern of thinking with the random word and any stimulus that is taken randomly.

1- As for the situations that can use the random entry strategy, which is sometimes called the random word strategy, (De Bono1997.25), and this strategy has a set of measures:

A- The learner, who does not know where to start, can use any of the words written on the board.

B- After that, the learner generates a set of points derived from the randomly selected focus point.

C- The learner chooses any of the many points that he generated randomly, and then makes it his focus again.

D- Then the learner starts generating new ideas by adding lines and circles based on that on the focus point that he chose in a random way.

E- The learner makes a move through the random entrance with multiple side paths, encouraging learners to open new paths through the random entrance (Abu Jadu and Nawfal, 2013, 473)

And the benefit of random words is that they open new lines of thinking and make a person look at the topic from different angles, and that creativity, like a geometric shape, has many aspects and does not have a specific or organized shape, and when this shape is turned in different directions, this means the beginning of the emergence of new ideas and their formation, and they are not formed. Creative ideas unless there is mental conflict during the creative process (Hilal, 1997: 72)

From the above, it seems that the random introduction method can be applied in teaching any subject according to the following steps:

First: procedurally determining the objectives of the lesson, second: setting up a plan to implement the lesson, third: implementing the plan by following the following procedures: 1- Presenting an overview of the lesson 2- Determining the concepts or elements to be taught in the lesson.

3- Choosing random entrance from the teacher or students 4- Distribution of students among heterogeneous groups that take on the task of the following:

A- Present their ideas or information about random stimuli.

B- Record what students know on the blackboard.

C - Asking students to create a relationship between the topic of the lesson or its elements and all the approaches put forward, and accepting students 'ideas in order to get more ideas and relationships.

D- Recording the links that have been reached that are related to the subject and its objectives only (Attia, 2009: 208)

- Random images, pictorial symbols, random sounds, phonemic symbols, random smells, olfactory symbols, or random texture, ((Al-Amry, 2015: 81).

Active Collaborative Learning Strategies:

For active cooperative learning from many strategies, but we are limited to only the strategies adopted in

This research, which is: the engagement ring strategy (loop sequence)

It is one of the modern strategies for applying active cooperative learning in the classroom, as it works

Students come in small, heterogeneous groups, in which students from each group cooperate with each other

With each other, to exchange ideas, opinions and information that contribute to the implementation of the required tasks, or

Solve the problems presented to them, as it serves to increase the positive interdependence between the members

Group and development of many social skills, under the guidance and guidance of the teacher (Ali, 2011, 261). It is a strategy that can be adopted for brainstorming and review, Alyassen points out

As each student in the group has a role in participation, evaluation and written contribution to the group task, the teacher asks the students a question with multiple answers, and each student writes an opinion or part of the answer, passes the paper to the next student, and asks one of the students in the group to discuss What is in it has been written in total (Alyassen, 2014: 94-95). This method is suitable for the preparation stage to discover tribal or misconceptions, or to recall the topic of a previous lesson. As well as sharing ideas, and it also reflects the extent to which students' learning is valued, and it is appropriate for all educational stages (Al-Shammari, 30, 2011)

It is stated, Fernandez & Stretch-Rodgers, 2010) that in the cover of the ring debate strategy, the teacher poses a question to the groups and has many possible answers. The question is loudly and he records his answer on the paper, then the paper passes

to the next student to record another answer, and this process continues until the teacher announces the end of the response time (Fernandez & Streich-Rodgers, 2010: 23).

Steps of the ring debate strategy:

1- The teacher divides students into groups of four or five.

2- The teacher asks them a hyperbolic question, and each student must answer part of the question

3- The strategy is implemented either orally or in writing. (Ambosaidi & Hoda, 2016, 548).

The oral method (brainstorming): -

The student listens to the question well.

The student thinks about all the appropriate answers.

The student participates in answering the question when it is his turn, aloud.

He listens carefully to every answer that his colleague in the group shares.

- The student participates in any addition to the answers when his turn comes again during the completion of the episode.

- The student continues to provide at least one answer when it is his turn until the time elapses.

(Al-Shammari, 2011, 30-31)

The written method (brainstorming): - This method works well with open-ended questions, that is, questions that have more than one answer, and its steps are as follows) A- One paper is distributed in which all members of the same group participate b- The student listens well to the question he poses. The teacher, c- the student thinks about all the appropriate answers, d- the student writes his answer when it is his turn e- he speaks out loud to the group members, g- the student passes the paper to his next-door colleague to record another answer, i- the student listens to his classmate when he reads his answer. J- The student writes any addition to the answers when the paper reaches him again .- He hears all the additional answers from his other classmates .- Students continue writing the answers until the specified time elapses (Fernandez & Streich-Rodgers, 2010: 22).

Positive thinking: It is the use of the ability of the mind of the unconscious to persuade in a positive way, and that information is transferred from the conscious mind to the unconscious, so we must choose new positive ideas and feed them again and again, because repeated thoughts are entrenched in the unconscious mind, because repeated negative thoughts negatively affect the unconscious. And they lead to negative results when the thoughts and wishes are translated through him, so we must turn these things

to the opposite in order for positive results to be achieved. So we look at the bright side instead of filling your head with black thoughts and choosing to be happy instead of sadness, and your first duty is to have good inner feelings (Venterla, 2003: 22).

Positive thinking is that everything that a person is described in his innovations and achievements is in the correct ideas, and if it were not for actions or positive ideas, mankind collapsed a long time ago, so everything that a thought pursues and moves in the positive direction will be presented naturally in his actions, which he sees in his actions and his personal warmth.

And (Conoley & Conoley, 2008) believes that positive thinking and feeling happy is one of the main topics on which positive psychology is based, and at the same time it does not leave negative or pessimistic thinking, but seeks to identify the most important causes of negative thinking, in an attempt to maximize the positive aspects of the individual Eliminate negative thinking permanently. (Conoley & Conoley, 2008,87).

There are types of positive thinking: Positive thinking to give a point of view, as well as affected by the behavior of others because of the time factor of suffering, long-term,

Among the characteristics or characteristics of individuals with positive thinking are (prudence, flexibility, self-confidence, initiative, strength of conscience, desire for achievement.

Among the factors affecting positive thinking are (the social environment and the difficulties it encounters, as well as wars and the family climate, as well as the school and various media.)

There are several theories of positive thinking (Seligman and others theory, thinking theory, spherical theory of the brain, Japensen's theory, Aaron Beck's theory, and Kerr Kegard's model. (Venterla, 2003: 39).

The second axis: previous studies:

1 - (Al-Majdalawi Study, 2001): The effect of random entrance strategies, questioning, mental maps, and the problem of contradiction in the development of creative thinking among second-grade students. The study aimed to identify the effect of random entrance strategies, ask questions, mental maps, and the contradictory problem in developing creative thinking Among students of the second basic grade in Jordan). The study used the experimental method, and the study reached the following result: There was a significant difference between the average scores of the second grade students on the achievement test due to the random entrance strategies, asking questions, mental maps, and the contrast problem in favor of the experimental group. (Al-Majdalawi Study, 2001c, d)

2-Hassan's study (2016) (The effect of the random approach strategy on the achievement of history for second-grade intermediate students in the history subject).

The study aimed to find out the effect of the random approach strategy on the achievement of history among second-grade intermediate students in Iraq.

The results were as follows: There was a statistically significant difference at the level of significance (0.05) between the mean scores of the experimental group students who studied the history course using the random entrance strategy and the average scores of the control group students who studied the same subject according to the usual method of achievement. In favor of the experimental group. (Hassan, 2016: r-k)

3- Al-Shammari study, (2017) the effect of pivotal thinking skills on second-grade intermediate achievement and positive thinking in physics.

The study aimed to know the effect of pivotal thinking skills on achievement of second-grade intermediate students and positive thinking in physics. In Iraq, the researcher used the experimental method, and one of the results of the research emerged: the experimental group that was studied according to the pivotal thinking skills was superior to the control group that was studied according to the usual method Positive Thinking 0 (Al-Shammari, 2017: C-D)

4 - Al-Azzawi's study (2018) The effect of the ring debate strategy on the achievement of fifth-grade primary pupils in the subject of sociology. The study aimed to know the effect of the ring debate strategy on the achievement of fifth-grade primary students in the subject of socialism in Iraq. The researcher used the experimental approach and the most important results emerged: the superiority The experimental group that was studied by the cyclic conversation strategy on the control group that was conducted in the usual way by the achievement test. (Al-Azzawi 2018, p-k-l)

6- The study of the parasite, (2018): The effect of teaching by various means on the acquisition of geographical concepts and the development of positive thinking among second-grade intermediate students.

This study was conducted in Iraq, the study aimed to know the effect of teaching by various means in the acquisition of geographical concepts and the development of positive thinking among second-grade intermediate students. The researcher used the experimental approach: The results showed a significant difference between the average scores of the experimental group that was studied according to the multimedia method. And between and the degrees of the control group that studied the same subject in the usual way of choosing positive thinking, in favor of the experimental group. (Parasite, 2018, R-G)

7- Al-Sharifi study, (2019): (The effect of using the two strategies of circle debate and the open book on the literary achievement of fourth-grade students in the subject of history). The study aimed to identify the effect of using the two strategies of circle debate and the open book on the achievement of students of the fourth grade literary in the subject of history. In Iraq, the study used the experimental method. The results

showed the following: The two experimental groups (first and second) outperformed the control group by academic achievement. (Al-Sharifi Study, 2019: R-L)

Balancing previous studies with the current study:

 Previous studies varied in terms of their goals, so we find a study (Al-Majdalawi study, 2001) and a study (Hassan, 2016) aimed at finding out the effect of the random approach strategy on the collection of positive thinking, while the study (Al-Sharifi, 2019) and Al-Azzawi study (2018) aimed to know the effect of The ring debate strategy in achievement, while the study (Al-Tafili, 2018) and the study (Al-Shammari, 2017), aimed to know the teaching by multiple means and the pivotal thinking skills in positive thinking, while the current study aimed to find out the effect of the two strategies of cyclic debate and random input on positive thinking.

 All previous studies used the experimental method as well as the current study.

 Some studies were conducted at the primary stage, such as a study (Al-Azzawi, 2018), and studies on the intermediate stage as a study (Hassan, 2016), and a study (Al-Shammari, 2017), and a school (Al-Tufayli, 2018), while a study (Al-Sharifi, 2019) was conducted on the stage Prep, and this study agrees with the current study.

 A study was conducted (Al-Majdalawi, 2001), but most of the previous studies were conducted on males, such as a study (Hassan, 2016), a study (Al-Shammari, 2017), a study (Al-Tufayli, 2018), and Al-Azzawi (2018). These studies agree with the study Current.

The third topic: method and procedures:

This part includes the study population, its sample, the description of the tool, the clarification of its procedures and their design, and the identification of appropriate statistical treatments, and what follows is an explanation for all of that.

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

Experimental design: The researcher chose the design of equivalent groups and a two-dimensional test (Jaber and Ahmed, 1978, 213), and Figure (1) illustrates that.

Post test	Dependent variable	Independent variable	the group
Positive thinking scale	Positive thinking	Engagement ring strategy	First pilot
		The random entrance strategy	The second pilot

		————————	Control

Figure: 1 Experimental Design

Third: The research community: The research community consisted of fifth-grade literary students in government day school preparatory and secondary schools for boys in the governorate of Baghdad for the academic year 2018-2019, and it is divided into six directorates of public education in Ressafa (first, second, and third) and Karkh education (first, and second) , And three)

Fourth: The research sample the sample was chosen as follows:

1. The sample of schools: The researcher used the staged randomized method, as the simple random drawing method was chosen for the General Directorate of Education in Baghdad Governorate / Al-Karkh Third. , To be the research sample.

2. Student sample: After choosing the school and before starting the experiment, the researcher visited the school, and the researcher found that the number of the fifth grade literary classes in the school is three classes (A, B, and C). The three classes were distributed randomly among the research groups, so Division A was The first experimental group that is taught by the ring debate strategy and the number of its students (31), and Division (B) is the second experimental group that studies using the random approach strategy and the number of its students (30), and Division (C) is the control group that studies in the traditional way and the number of its students (31). Thus, the final number of the research sample became (92),

Fifth: Group equivalence: The researcher was keen, before starting the application of the experiment, to statistically parity the students of the three research groups in some of the variables that may have an impact on the results of the experiment. The variables are: (chronological age calculated in months - the educational attainment of the parents - IQ test. - Test of prior knowledge of geography. - Positive tribal thinking scale for the purpose of equivalence).

Using the single analysis of variance, extract the value of (q) calculated for the grades of students with related data and the square of Ka2j for the intermittent data, and it became clear that the calculated value is less than the tabular value (q) at the level (0.05) and the degree of freedom (84.2), and this means that the three groups These variables are equivalent.

Research requirements - class distribution: the researcher used to study three lessons per week for each group according to the Ministry of Education's classroom distribution methodology

- Duration of the experiment: The experiment took place in the first semester of the academic year (2017/2018), it started on 10/11/2017 and ended on 1/3/2018.

Determination of the scientific material: The researcher determined the scientific material that he will study during the experiment for the three research groups in the

first chapter, using the source of the material because he has sufficient experience in this field and it was three chapters, and as follows:

1- Chapter One: Geomorphology, from page (5) to page (29).

2- Chapter Two: Weather and Climate, from page (30) to page (65).

3- Chapter Three: Hydrology, from page (66) to page (94).

Behavioral goals:

The researcher has formulated (135) behavioral objectives in light of the special goals of teaching natural geography for the fifth grade literary and the content of the first three chapters to be taught, distributed over the six levels of Bloom's classification (knowledge, understanding, application, analysis, synthesis, evaluation). On a group of experts, to clarify their opinions and benefit from their observations, and after analyzing the experts' answers, the researcher kept the goals with amending some of them, and thus the number of behavioral goals remained in their final form, (135) goals.

3- Preparing the teaching plans: The researcher prepared (24) teaching plans for each of the three groups of natural geographical subjects that are studied during the experiment, and in light of the content of the decided book and the formulated objectives, the researcher presented the plans to a group of experts and specialists. And a statement of their opinions, observations and proposals on those plans, and in light of their opinions, the plans were modified and finalized. And it is ready for application.

The research tool: The research tool was: The Positive Thinking Scale: And upon the numbers of this scale., The researcher determined its dimensions in light of Seligman’s definition and theory of the concept of positive thinking (Seligman), (2017 Seligman see terminology) that fits his research requirements and is consistent with his goals. On which to build the paragraphs of the scale,

- Defining the dimensions of the positive thinking scale: After reviewing the literature and the definition that have been determined, the researcher found that the positive thinking scale consists of the following dimensions:

The first dimension: - Positive expectations towards the future: These are those expectations that relate to various

Aspects of an individual's future life.

The second dimension: - Positive emotions: that relate to the individual's emotions that revolve around happiness

And sympathy and reassurance in personal and social relationships with others.

The third dimension: - Positive self-concept: the individual's positive outlook towards his ideas, powers, abilities and beliefs.

The fourth dimension: - Life satisfaction: An individual's assessment of the quality of life he lives according to his ideas, beliefs and values through which the individual compares his life conditions to the ideal level he believes.

The fifth dimension: - Positive flexibility: the positive mental ability of the individual to change his thoughts to suit the situation, its characteristics, and pressures to be able to face it. (Seligman & Pawelski, 2003: 162)

Accordingly, the scale was prepared from (43) items distributed over the five dimensions; l as in table (

), It varied between (34) positive paragraphs, and (9) negative paragraphs, with a five-point grading for the answer for each paragraph, which are (strongly agree, agree, do not know, disagree, strongly disagree), and are given when correcting scores(5, 4, 3, 2, 1) respectively for the positive paragraphs and vice versa for the negative paragraphs.

Logical analysis of the scale paragraphs: (Ebel) indicates the best way to analyze the scale paragraphs logically is for a group of experts to examine its paragraphs to determine their suitability to measure what they were prepared to measure (Ebel, 1972,555)), so the researcher presented the scale paragraphs in its initial form to (10) experts In light of their opinions, three paragraphs (6, 2, 8, 28, and 35) were deleted and the wording of some of them was amended and the paragraphs that won approval (80%) of the experts were kept, as this percentage was adopted as a criterion for the validity of the paragraphs, as it appears on the surface. Table (1) illustrates this.

Table :(1) Distribution of paragraphs according to the scale dimensions

NOUMBERS. OF ITEMS	NO. ITEMS	DIM	D

36-31-26-21-16-11-6-1	8	Positive outlook towards the future	The first dimension
40-37-32-27-22-17-12-7-2	9	Positive emotions	The second dimension
38-33-28-23-18-13-8-3	8	Positive self-concept	third dimension
34-29-24-19-14-9-4	7	Satisfaction with life	The fourth dimension
39-35-30-25-20-15-10-5	8	Positive flexibility	The fifth dimension

The veracity of the paragraphs: the correlation coefficient of the paragraph to the total degree:

this truth is achieved by finding the relationship between the score of each paragraph and the total score of the test using the Point Pesserial correlation coefficient and the correlation coefficients ranged between (0.20-0.39) and all the paragraphs were significant when compared to the critical value of (0.138) and the level of Significance (0,05) and degree of freedom (198),

Statistical analysis of scale paragraphs:

A- The discriminatory strength of the paragraphs: Strongly intended, the paragraphs were able to distinguish between the upper and lower groups in the scale, and to achieve this, the scale was corrected and arranged in descending order from the highest degree to the lowest degree and 27% of the forms with the highest score were tested, and 27% of the forms with the lowest score After calculating the strength of discrimination, the strength of discrimination ranged (o. 30 - 0.59). The paragraph is considered distinct if it has a strength that distinguishes it (o.20) or more (Allam, 2010, 256).

B- The difficulty of the paragraphs: the calculation of the paragraph difficulty factor is useful for excluding the paragraphs that are extreme in ease or difficulty or are replaced by others, and the difficulty factor was calculated for each paragraph using the equation of difficulty that was between (0.80-0.20) considered acceptable (Al-Bustanji, 2010,274).

3. Stability of the scale: In calculating the reliability of the scale, the researcher adopted the alpha - Cronbach equation. Because it is one of the frequently used equations in calculating the stability of psychological measures, and to achieve this, the scale was applied to a sample of (40) students, and after completing the application of the scale, analyzing the responses and calculating the scores according to the reliability coefficient with the formula (Alpha - Cronbach), which was (0,80). A good indicator of the stability of the scale, because the coefficient of the common

interpretation, which is the square of the reliability coefficient, is greater than (50%), (Foran, 1961.85).

- The final image of the scale: The scale in its final form consisted of (38) paragraphs that dealt with the five dimensions of positive thinking and five alternatives.

Procedures for applying the experiment: The researcher applied the research tool on the three research groups, the Positive Dimensional Thinking Scale, after completing the research experiment and conducting it.

Statistical means: The researcher used the following statistical methods, using the statistical program (spss)), analysis of variance, ka-square, and Schiff-2 test.

Chapter Four: Presentation of Results Positive Thinking Scale:

The hypothesis stated that: - There are no statistically significant differences between the average scores of the students of the three research groups, the first experimental group that studies the geography subject with the circular debate strategy, and the second experimental group that studies the same material using the random-entry strategy, and the control group that studies the same subject in the traditional way In the positive thinking scale. To test this hypothesis after applying the scale and analyzing the students' answers, it became clear that the average scores of the first experimental group are (20.61) with a standard deviation (3.34), and the average scores of the second experimental group are (19.40) with a standard deviation (3.28). The control group (16.93) and a standard deviation (3.17). To find out the significance of the difference between the three groups, the researcher used the one-way analysis of variance (ِ Anovi) and the results were as in the table (2).

Table (2) Analysis of variance of the scores of the three research groups in the positive thinking scale

Level sign (0,05)	Value f		Average of squares	Degree of free	Sum of squares	The source of contrast
	tabular	calculator				
sign	3 ,15	10,185	108,765	2	217,531	Between groups
			10,679	89	950,426	Within groups
				91	1167,957	Macro

We notice through the results of the above table that the calculated FF value of (10,185) is greater than the tabular FID value of (3.15), at a level of significance (0.05) and two degrees of freedom (2 and 89), and this indicates that there is a statistically significant difference Between the three groups in the positive thinking scale, and since the unilateral analysis of variance does not reveal the direction of the differences between the research groups, to find out the difference in favor of any group, the researcher used the Sheffe test, and the results related to the positive thinking scale for the three research groups were as follows:

1- The balance between the first experimental group that studied the geography subject according to the circular debate strategy, and the control group that studied the same subject according to the traditional method.

When observing Table (27), it becomes evident that the average grades of the students of the first experimental group that studied the geography subject according to the strategy of the circular discussion in the positive thinking scale was (20.61), and that the average scores of the students of the control group was (16.93).

When examining the significance of the significance of the differences between the mean scores of these two groups and using the (Shaveh) method of balances, it became clear that there is a difference between them in the interest of the first experimental group, as the value of (Shiffe) calculated (3.68) was greater than the value of (Shiffe) tabular (2,08).) At (0.05).

2- Balancing between the second experimental group that studied geography using the random approach strategy), and the control group that studied geography according to the traditional method. It became clear that the average grades of the

second experimental group students were (19,40), and that the average scores of the control group was (16.93). When testing the significance of the significance of the differences between the scores of these two groups and by using the (Sheffet) method of balances, it became clear that there is a difference between them in the interest of the second group, as the calculated value of (Shiffe) was (2.47), which is greater than the value of (Sheffet) tabular (2,09) .

3- A balance between the first experimental group that studied geography according to the circular argumentation strategy, and the second experimental group that studied geography using the random access strategy).

It became clear that the average scores of the students of the first experimental group that studied geography according to the circular argument strategy in the positive thinking scale was (20.61), and that the average scores of the students of the second experimental group, which studied geography using the random-entry strategy (in the positive thinking scale) was (19.40).).

When testing the significance of the significance of the differences between the mean scores of these two groups and by using the (Shaveh) method of balances, it became clear that the difference between them is not statistically significant, as the value of (Shiffe) calculated (1.21) was smaller than the value of (Shiffe) tabular (2,09). At (0.05) level.

Interpretation of the results: The results showed: - The students of the first experimental group who study the geography subject, according to the circular debate strategy, outperformed the control group students who study the same subject in the traditional way in the post-positive thinking scale, and this may be due to the following reasons:

A- The ring discussion strategy, through its steps, made students the focus of the educational process, which greatly affected their motivation and activity, which increased their positive thinking ability.

B- The use of the ring-link strategy has a role in developing the higher mental abilities of the students, and this is due to the thinking processes that the students undertook in the classroom by stimulating thinking by way of probing questions and trying to reach correct solutions, which led to sharpening their minds and stimulating their minds to think and develop their skills. Mental.

C- The application of strategic steps that give freedom and flexibility to students in the induction process was reflected in their positive thinking by developing their mental capabilities and organizing their thoughts.

D - The use of this strategy in the geography course and its ideas and concepts require high mental capabilities, which led to positive thinking among the first experimental group.

A- The positive interaction between students with the concepts of the subject has been called increasing their self-confidence in presenting ideas and opinions, which led to positive thinking for them.

B - The random approach strategy focuses on stimulating the student's thinking and motivating him and the student's use of his positive thinking, which led to the development of students 'capabilities.

C- The random approach strategy helped students to understand the relationships existing between the elements and topics of the geographic content and organize them in their cognitive construction, thus developing positive thinking abilities.

D - The use of this strategy in the geography course and the ideas it contains require high mental capabilities, which led to positive thinking among the second experimental group.

A- Through the statistical treatment that showed that there are no statistically significant differences and that there are differences, which are slight, this may be due to the advantages that these two strategies have in teaching students through their steps in presenting and presenting the material and giving them positive examples that require students to use their thinking and mental abilities. .

The superiority of both strategies over the traditional method can be attributed to the fact that both of them involve all students of different abilities in the various educational activities presented on the topic of the lesson so that the student is active, participant and thinking due to his mental processes that require positive thinking and comparing it with the negative perceptions he has on the subject. Moin or concept.

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