PalArch's Journal of Archaeology of Egypt / Egyptology

"THE EFFECTIVENESS OF USING THE HISTORICAL STORY IN THE ACHIEVEMENT AND CRITICAL THINKING FOR INTERMEDIATE STAGE STUDENTS IN THE HISTORY CURRICULUM FOR THE SECOND INTERMEDIATE GRADE."

Assistant. Prof. Dr. Abd Muhammed Ghaiden

Assistant. Prof. Dr. Abd Muhammed Ghaiden , "The Effectiveness Of Using The Historical Story In The Achievement And Critical Thinking For Intermediate Stage Students In The History Curriculum For The Second Intermediate Grade." , Palarch's Journal Of Archaeology Of Egypt/Egyptology 17(5). ISSN 1567-214x.

Key words (effectiveness, historical story, achievement, critical thinking, history).

Abstract:

- The current research aims to identify (The effectiveness of using the historical story in the achievement and critical thinking for intermediate stage students in the subject of Arab Islamic history).
- In order to achieve the objectives of the research, the research sample was chosen (one of the morning schools of the General Directorate of Education - Anbar Governorate - Ramadi District, which is (Ibn Zaidoun Intermediate School for Boys). The number of students in the school for the second intermediate grade is (71) students, (11) students were excluded, the rest of the research sample (60 Students, divided into two divisions (30) students in Division (A) and (30) students in Division (B).
- The two research groups were distributed between the two divisions to represent the research sample, and by the random drawing method, the researcher chose Division (A) to represent the experimental group and Division (B) to represent the control group.
- The researcher conducted a parity between the two groups of research and determined the study topics that will be studied during the period of the experiment and formulated behavioral goals from the (ten) subjects of the four semesters to the boundaries of the study, and the formulated behavioral objectives reached (112) behavioral objectives.

- To identify the impact of the historical story on achievement and critical thinking, the researcher prepared two tests, one of which measures achievement, and the other measures the achievement of critical thinking.
- The researcher has also taken a series of measures necessary to achieve the goal of the research, which are the equivalence of the two research groups in (previous information, IQ test, chronological age calculated in months for students, academic achievement of parents, test scores, and a measure of critical thinking).
- Achievement test items (40 objective items).
- The researcher used the statistical methods of the t-test for two independent equal samples and after analyzing the results.

The researcher also reached the following results:

1. The first experimental group that effectively studied the historical story outperformed the control group that studied in the traditional way with a statistically significant difference at level (0.05).
2. The second experimental group, which was studied with critical thinking, outperformed the control group that studied the traditional method by a difference of statistical significance at level (0.05).

Research problem :

Teaching the history curriculum today according to the usual (traditional) teaching elements and methods faces many problems that have contributed to their nature and organization to a large extent to the weakness of interest in teaching history curriculum by male and female teachers, which added to the problem is that many teachers resort to using old educational tools and methods and others Appropriateness to the concept of historical issues and students' learning level. This makes learners memorize historical information (by indoctrination) without realizing the content and concepts of this information and learning it well, and this leads to poor achievement of students in the history curriculum.

In spite of the great progress in the field of knowledge, education and education and the employment of many countries of huge funds in the field of education, our educational institutions have not approached seriously the goal of increasing the education and learning of all students, and this reason is due, of course, to the fact that educational institutions did not obligate teachers and teachers in teaching curricula only Specialization in the use and followers of educational technologies and contemporary teaching strategies in teaching the curriculum.

Accordingly, contemporary strategies must be used to develop teaching solutions and problems in order to be able to keep pace with challenges, developments and transformations, and to contribute to development in its various forms effectively, which leads to all this in rethinking, organizing, building and increasing the need for creative and creative initiatives in the reform of educational curricula in order to prepare energies. Mankind and the basic structure of society.

From here, the research problem arises for the researcher and lies in the light of the low cognitive achievement of students in the history curricula in general. This decrease is considered one of the basic problems in the study and teaching of history. And this is what obligates us to use the best methods and strategies, follow the latest modern teaching methods, and use the best

historical evidence, including historical stories and narratives, in teaching in order to avoid errors and problems in the daily teaching of the history curriculum and to increase the cognitive achievement of the learners.

Also, critical thinking has a great impact in dealing with many teaching problems, whether in the history curriculum or other than in the curriculum, which characterizes the use of critical thinking in teaching as an effective mental activity (Al-Dulaimi, 2000, 51).

The importance of research and the need for it:

Real education is the one that penetrates deep into the human being to reveal his energies and nourish and develop them to the point of development, where the relationship between the teacher and the student transcends its limits and transcends the bonds between parents and children, it represents the meaning with all the meanings of this word, what concerns us is that the school of the future must focus Her efforts. On raising older generations.

Real education plays its role in multiple aspects in raising generations, and among these aspects is the educational curricula it offers. The curriculum is a set of educational experiences that the school prepares for its students inside and outside it in order to help them to develop comprehensively in all aspects in order to modify their behavior according to its educational goals. (Hallaq, 2006, p. 87).

The history curriculum plays a major role in the lives of nations and individuals because it contains experiences and concepts that can be used to build a person mentally and emotionally in order to achieve this. It should be concerned with history as a science aimed at collecting, recording and interpreting information, highlighting the interconnectedness and clarifying the causal relationships between them, which sheds light from the past on what is in The present in terms of relationships, problems and interpretation of the development that has occurred in the lives of nations, because history is concerned with the study of societies and their development and the transformations that have occurred to them in various aspects of life. (Abu Sarhan, 2017: 21).

The historical story is a group of events narrated by the writer and historian to explain the historical events. And that the method of the story is considered today one of the most important methods in teaching history, and that is the Islamic Arab history curriculum, as it deals with historical issues in an interesting narrative method because it is one of the good methods in presenting some topics because the story is influential that students and individuals interested in history tend to hear. History with the effectiveness of the historical story has many benefits, including:

A. It helps the teacher to present the facts in an interesting way and helps to give the lesson vitality and activity by facilitating the teacher's effort in clarifying some scientific facts and increasing students' experiences, and this is an important principle that modern education is keen to achieve.
B. It helps to educate students morally through imitating the heroes of the story and its characters.

❖ There are also other benefits to story and critical thinking:

1. Facilitates acceptance of ideas as long as they are embodied in events and adventures.
2. The learner begins to recall and understand rapidly the realization of the historical learning subject.

3. It keeps the student away from memorization and indoctrination.
4. A love for the subject and the teacher is born through the pedagogical method that the teacher follows from his use of the story as an input to the teaching of history subjects (Sulaiman, 2001, p. 649).

Critical thinking has a clear importance in the field of education, as many educators have referred to that, and among them (Al-Khadra), which demonstrated the importance of critical thinking in acquiring knowledge, is an active process that contributes to better mastery and a deeper understanding of the content. And it helps learners acquire skills, including: the ability to face problems and challenges, as well as that critical thinking helps learners to impartial and logical judgment of various problems, and this in itself is an important requirement for education. (Al-Khadra, 2005).

Research objectives:

- ❖ The research objectives to achieve the following:

1. Identifying the effect of the effectiveness of the historical story on the achievement of second-grade intermediate students in the history curriculum (Arab-Islamic history).
2. Identify the effect of the critical thinking method on the achievement of second-grade intermediate students in the Arab-Islamic history curriculum.

Research hypotheses:

1. There is no statistically significant difference at the level of (0.05) between the mean scores of students who study using the effectiveness of the story and those who study with the method of critical thinking.
2. There is no statistically significant difference at the level of (0.05) between the mean scores of students who study using the story effect method and those who study in the traditional way.
3. There is no statistically significant difference at the level of (0.05) between the average grades of students who study using the critical thinking method and those who study in the traditional way.

Research limits :

- ❖ The current research is determined by the following:

1. School (Ibn Zaidoun Intermediate School for Boys) in Ramadi, Anbar Governorate, morning schools for the academic year 2018-2019.
2. The research sample is intermediate second grade students from Ibn Zaidoun Intermediate School for Boys.
3. The four semesters of the Arab Islamic history curriculum for the second intermediate grade.
4. The second semester of the academic year 2018-2019.

Define terminology:

First: Effectiveness - It is defined as.

- Defined by Al-Kubaisi (2008): (measuring the amount of change caused by teaching strategies, which is represented in the cognitive learning outcomes of students as a result of conducting experimental treatments in educational research). (Al-Kubaisi, 2008-130).

- The researcher define the effectiveness of a procedure: it is the size of the change in the achievement of the second intermediate grade students in the Arab Islamic history curriculum, the principle of teaching by using historical story and critical thinking.

Second: Story method:

The definition of the story came in Lisan al-Arab (by Ibn Manzur):

- Define it (Al-Titi, 2005): It is an expression of the forms, events and problems in the present and the past. Including history. (Al-Titi, 2005)ز
- The researcher defined it procedurally: a narration of an interesting event with a purpose, or a group of events that have multiple personalities and whose elements are eliminated in the presence of a temporal and spatial environment for the story, themes and characters included in history.

Third: critical thinking:

- Gerlid (Gerlid, 2003) defined it: that critical thinking is thinking with thinking in order to develop it and make its outputs meaningful to the learner.
- Qaraan (Qaraan 2017) defined it: Close reflection on the details of the topic based on objective and absolute neutrality criteria, in order to make an objective and comprehensive decision on the specific topic.
- The researcher defined it procedurally: the ability of the learner to answer the correct answer after thinking when the questions are directed to him.

Fourth: achievement:

- Al-Dulaimi (Al-Dulaimi, 2000) defined it : the amount of grades that students obtain after answering the items of the achievement test. (Al-Dulaimi, 2000, p.16).
- The researcher defined it procedurally: It is what the students of the research sample get from scores in the post-achievement test prepared by the researcher after studying the four chapters of the history curriculum using the effectiveness of the historical story with critical thinking.

Fifth: History:

- Krug (1976, Krug) defined it as a science concerned with studying the past and human blocking relationships depending on their origin and development and the results of this development. (45,1976, P, krug).
- Al-Amin (Al-Amin 1997) defined it as a science concerned with studying human relations and past civilizations and revealing the factors that have contributed to the formation of contemporary civilization and the problems of contemporary human. (Al-Amin, 1997, p.20).
- The researcher defined it procedurally the history methodology : It is the content of the subjects included in each of the four semesters (third, fourth, fifth, and sixth) of the Arab Islamic History curriculum for the second intermediate grade of the academic year. (2018-2019).

The theoretical framework and previous studies and includes the following paragraphs:

First: The method of the story:

The method of the story is one of the methods that a history teacher should use as a successful teaching method. The chronological arrangement of the fictional text is used on a

comparison between the order of events in the dedicated presentation and the sequence of these events in the story. The original reference intended to organize its narrative text in order to calculate the sequence of events of the story, but by relying on its perception of me or preparation in order to organize these events within the scope of the text of the stories.

The story is define as a realistic or fictional narration, and it may be prose or poetry intended to arouse interest and educate listeners and readers, and (Robert Lewis will breathe), one of the prominent storytellers, says: There are no three ways to write the story, the writer may take the plot, then make the appropriate characters for it or take Personality and chooses events and situations that develop personality, Or it may take a certain atmosphere and make the mind and people express it and embody it. The story is a relatively short narrative narration of at least ten thousand words that aims to influence the person and has the element of drama. Some researchers claim that the short story has existed throughout history in various forms, such as the Old Testament stories about the king. Dawood, Our Master Yusef (peace be upon him) and other stories (Al-Muallem Educational Magazine, 2008, p. 221).

The method of the story attracts the soul and facilitates the acceptance of ideas as long as they are embodied by people and events in an attractive and interesting way and attracts the community and the reader to follow it, like the story of (the three people) who were on a journey and entered a cave and a rock fell, and it was closed to them. In an interesting and attractive way that prompts those who listen to her to take the initiative to do good. (Sulaiman, 2001, p. 149).

It is not hidden from us that these stories come from the Holy Qur'an in Surat An-Naml. The Noble Qur'an narrates an aspect of the character of Queen Belqis (the Queen of Yemen and how I dealt with the events in her leadership and arrogance, God Almighty said **{ Indeed, I found [there] a woman ruling them, and she has been given of all things, and she has a great throne.}** (An-Naml: 23) (Iraqi Journal of Educational and Psychological Sciences, 1986, pp. 3-7).

The method of the story cannot be achieved without being guided by the data of memory and its ability to retrieve, revealing events in the past tense and their connection with the stimuli of the present time in the context of modern development and characters, as well as the task, between the phase of the self, with itself and the imagination as a continuous generator of states, images and desires that establish the act of communicating with The human soul is in a reasoned situation, and this matter called for clarifying the intertwining relationship between the retrieved memory of images and the founding imagination of them and the creation of what does not exist in the human consciousness.

The method of the story is the method that indicates through a study that can be used through the experiences that this story has gone through in order to give us a lesson that can be used whether this story is religious - historical and social. (Halabi, 2007, p. 31).

The role of historical story in teaching history curriculum:

Most history books when presenting historical stories of an incident or battle, after a detailed presentation of the battle represented by its characters and events, history curriculum teachers resort to the story-style process that appears behind the event or story, The importance of this battle is evident. In the book "The Conquests of Iraq," a writer presented a story about the conquests of Iraq. These stories included wonderful methods about many aspects of the story. In the opinion of these teachers, it is useful and important to show it to the reader to demonstrate

the mentality that was planned and thinking that characterizes these leaders in analyzing Side of the story, These are the orders that friend directs to the commanders of Khalid bin Al-Walid and Ayyad Ibn Ghinhum to demonstrate the strategic sense and the exceptional war mentality of the friend and the military thought that characterizes the Caliph (Al-Sallabi, 2006-264-266).

Second: The concept of critical thinking:

The concept of thinking: Psychologists have not agreed on a single definition of the concept of critical thinking, so we will include more than one definition.

1. Critical thinking: an internal process of symbolic mediation and often attributed to the mind.
2. Critical thinking: It is an internal subjective process attributed to the activity of the mind and refers to symbolic mediation by using symbols to measure. The time lapse between presentation of external stimuli and responses that were ignored.

Types of thinking:

Some scholars believe that thinking is of two types:

1. General thinking: It is every mental activity that is a tool of symbols, that is, it replaces things, people, situations, and events with their symbols instead of treating them with actual, realistic treatment, which is the work of looking and contemplating things to reach a sound judgment.
2. Private thinking: It is solving problems with the mind and not actually inferential thinking (Khair al-Din, 2006, p. 87).

Critical thinking skills :

Critical thinking includes many of the skills mentioned by Facione (1998), namely:

- **Interpretation:** It is the comprehension and expression of a broad case of attitudes, data and standards, including sub-skills. Multiple: such as classification, decoding, clarification of meanings, notes, and matrices.
- **Analysis:** It refers to identifying the inductive and deductive relationships between statements, questions and concepts, and includes multiple skills such as examining opinions, discovering arguments, and analyzing them.
- **Evaluation:** Refers to the reliability of statements, or the person's perception, and includes skills: Evaluating claims, evaluating arguments
- **Inference:** It means identifying the elements necessary for drawing reasonable conclusions. It includes the following skills: examining evidence, evaluating alternatives, reaching conclusions.
- **Explanation:** It is declaring the results of thinking and justifying it in light of evidence and concepts, measurement, context and convincing arguments, and includes the following sub-skills: presenting results, justifying procedures, presenting arguments.
- **Self-discipline:** It is the individual's ability to inquire, verify credibility, and organize ideas and results, and she has two skills: self-testing and self-

Critical thinking criteria:

(Al-Darwish, 2006) indicated that there is a set of standards and specifications that must be observed in verifying critical thinking agreed upon by the researchers, and what is meant by

those specifications agreed upon by researchers through which the quality of thinking can be judged, including clarity in the formation of critical formation skills for the learner And the accuracy in knowing the details of the learner, and linking the problem positions to the elements of the story, depth and non-surfaceness in dealing with the problem in historical concepts. (Al-Darwish, 2006, 97).

Previous studies:

Previous studies include the following:

First: Arab Studies:

❖ Among the Arab studies that dealt with the story are:

- **Al-Jabouri's study (2006)**: The study aimed to identify the effect of using storyboard style on the achievement of fourth-grade pupils in the primary class in reading material, and to identify their inclination towards it. The researcher used the experimental design with equivalent groups, as the research sample consisted of (50) students who achieved parity in the variables of age and degrees Arabic language subject, general average, IQ test and parents' educational level, The researcher chose a reading piece consisting of (50) words from the Arabic reading book to measure skills (reading comprehension, reading correctness, reading speed) and used the achievement test. In measuring achievement, and a tool for measuring tendencies towards reading, The data were processed statistically using the T-test for two independent samples, and the results showed the superiority of the experimental group in achieving reading skills over the control group, and the experimental group surpassing the control group in the tendencies towards reading material (Al-Jubouri, 2006).

Arab studies that dealt with critical thinking:

- **Khreisheh study (2001 AD):** This study aimed to identify the level of contribution of high school history teachers in developing critical and creative thinking skills for their students and know the effect of the teacher's gender, experience and qualifications in this and determine the relationship between teachers 'opinions in developing thinking skills and directing their contribution in the classroom.
- The study sample: consisted of (33) history teachers for the secondary stage.
- The researcher applied the questionnaire to find out the teacher's opinions about their level of contribution by observing them in the classroom.
- The questionnaire consisted of (55) behavioral manifestations that contributed to the development of higher thinking skills in it (24) aspects of critical thinking and (31) aspects of creative thinking.

Results of the study:

- The low level of participation of history teachers in developing critical and creative thinking skills and the combined skills, whether through teachers' opinions or by observing them in the classroom, was less than the educationally acceptable level (85%).
- There were no statistically significant differences between the opinions of history teachers or the result of their observations in the classroom - in the level of their contribution to the development of thinking skills and the end of the sex and the teacher, or his experiences or qualifications, and there was no statistically significant relationship (9 = 0.05) between the opinions of the teachers in the level of their opinions in developing Thinking skills and their

level of contribution to the development of these skills as a result of their observation in the classroom. (Khreisheh, 2001).

Second: Foreign studies that dealt with critical thinking:

- **Clauson study (Clauson 1997):** This study aimed to know a qualitative method for evaluating critical thinking that prepared a tool for this purpose that includes a process of conceptual evaluation (Dewey) in self-reflection and critical thinking as a solution to a problem.
- The study designed an experimental test for the process of evaluating critical thinking on a (mixed) group of students. The test consists of two stages.

A. The first stage - was to determine the validity of the reliability of the common evaluator of the tool. At this stage, two experts were used to answer the ten questions and address the performance, as well as assessed the reliability of the joint evaluator through a match analysis of expert scores from the written samples (twenty - each one against the other and in order (for twenty writing samples).

B. The second stage - designed to determine the validity of the reliability of the critical thinking process through seven science teachers, the validity of the student's hand to the teachers to answer ten questions that addressed the reliability of the common assessor by comparing the scores of the seven teachers in five samples of the same five writing samples.

Results of the study :

- The tool is useful as a guide for learning and for providing a methodology for teaching and evaluating critical thinking during problem solving.
- Reliability results showed that the Critical Thinking Assessment Tool has high reliability and that: Teachers and students urgently need to introduce critical thinking in everyday teaching (Clauson -1997).

Research methodology and procedures:

This chapter deals with a presentation of the methodological procedures used in the research in terms of the research methodology followed, testing the appropriate experimental design, determining the research community, the method for testing the sample and the procedures for the statistical parity process between the members of the two groups and the procedures that I follow in preparing the teaching plans, formulating the behavioral goals and setting the internal variables that affect the research procedures used and their presentation of the research requirements, tools and methods used in them to verify the validity and reliability of the tools, procedures for applying the experiment and testing the appropriate statistical means for data processing:

First . Research Methodology :

The research methodology is the path that the researcher takes in answering the questions, and it is a plan that shows and defines the methods of data collection and their procedures. The methodology is also represented by a set of coordinated objective procedures that the researcher thinks and implements to confirm the validity of an idea or hypothesis and explain the occurrence of a particular phenomenon. The methodology also includes a set of procedures and tools used to collect, analyze and interpret data to obtain appropriate answers to solve the problem or phenomenon, and the problem of the study. (Chia, 2011, 157).

The researcher followed the experimental approach that is commensurate with the nature of his research, which is defined as the research that is conducted under standardized control conditions intended for attitude variables through the use of two groups, one is an experimental one that is exposed to the influence of the independent variable and the other is a control that is not subject to the independent variable and accordingly, the difference between the two groups is attributed to the independent variable (Khandakji and Nawwaf (2012, 216).

Second. Experimental Design:

Experimental design is defined as a deliberate and controlled change of the conditions specified for a particular reality, and the observation of the resulting changes in this event itself and its interpretation. The main aim of the design is to direct the building of the scientific experiment by preparing the general planning for it, and it includes the number of independent variables, the number of levels of each of them, and how the subjects are distributed over each variable or treatment. Thus, the researcher provides a framework in which he determines the conditions of the control to obtain the data that he uses in testing the research hypotheses. (Abu Hatab and Amal, 2010, 397).

The researcher used the semi-experimental design with the post achievement test and the critical thinking scale test, as shown in Table (1).

The group	Parity	Independent variable	Dependent variable	The tool
Experimental.	1. Chronological age. 2. Intelligence. 3. Grades classifying the year for the date subject for the academic year. 4. Critical thinking scale. 5. Parents' academic achievement.	Historical story.	1. Attainment. 2. Critical thinking.	Achievement test.
Control.		traditional way.		

Third: Research community and its sample:

The research community is all the individuals or persons who constitute the subject of the research problem, and they are all the elements related to the study problem and which the researcher seeks to obtain the results of the study. (Abbas, 2011, 217). The research community consists of second-grade intermediate students from (Ibn Zaidoun Intermediate School for Boys) affiliated to Anbar Governorate - Ramadi Sabahiya for the academic year (2018-2019).

- ❖ The study sample consists of:

1) **Schools sample:** The sample of schools consisted of a group of (90) intentionally schools for boys, and after examining these schools and identifying the names and locations of the schools covered by the research, the researcher's test (Ibn Zaidoun Intermediate School for Boys), intentionally to apply the experiment in it, for the following reasons:

A. The school administration expresses its willingness to cooperate with the researcher in implementing the experiment.

B. Most of the secondary schools do not contain the appropriate number of students to impose the conduct of the experiment, and therefore the test took place on (Ibn Zaidoun Intermediate School for Boys).
C. Ease of access by the researcher to the school and the commitment of the school administration, teachers and students to apply the experience.

2) **The sample of students:** (Ibn Zaidoun Intermediate School for Boys) consisted of two divisions for the second intermediate grade and the total number of students reached (71) students, divided into two divisions (A) and Division (B).
The researcher excluded students who had failed, who were (11) students. The number of students in the research sample became (60) students, and in each division (A) (30) students and Division (B) (30) students: Table No. (2) shows the number of students before and after exclusion:

Table No. (2) The number of students of two research groups before and after exclusion.

The group	Division	Before exclusion	No. of excluded students	After exclusion
Experimental	**A**	**36**	**6**	**30**
Control	**B**	**35**	**5**	**30**
Total	**2**	**71**	**11**	**60**

Fourth: Equality of the two research groups:

Although the members of the research sample from a similar geographical, social and economic reality, the researcher was keen, especially before starting the experiment, on parity, the two research groups (experimental and control) statistically in some of the variables that affect the validity of the results of the experiment, namely:

1. Students' previous information.
2. Chronological age calculated in months.
3. Parents' academic achievement.
4. Mothers 'academic achievement.
5. Intelligence test.
6. Test scores, a measure of critical thinking.

1. **Students' previous information:** The researcher obtained previous information in the research sample from the first semester exams (half year for the academic year 2018-2019) for the second intermediate grade of the Arab-Islamic history course. The researcher rewarded between the two research groups (experimental and control), and to know the significance of the difference between the mean scores of the two groups (experimental and control), the researcher used the t-test for the difference between two independent equal samples showing the difference is not a statistical significance at level (0,05) and this indicates However, the two groups (experimental and control) are statistically equivalent in the degrees of history subject for the second intermediate grade. As shown in Table (3).

Table (3) shows the results of the t-test for the two research groups for the previous achievement variable.

The group	Number	Arithmetic average	variance	T-Test		Statistical significance
Experimental	30	53,9	136,09	Calculated	Tabular	Not a statistical significance at level 0,05
Control	30	52,333	159,95	2,00	58	
Total	60					

2. **Chronological age of students:** The researcher obtained the chronological age of students from the school administration and by relying on the school card, as well as from the students themselves directly.
   The researcher also distributed forms to the students and recorded the triple name, year of birth, and calculation of chronological age by day, month and year, knowing the significance of the difference between the ages of students in the two groups (experimental and control). The researcher used the t-test for two independent equal samples. From the results it became clear to the researcher that the difference is not statistically significant at (0.03) less than the tabular value (2.00) and with the degree of freedom (58). This indicates the parity of the experimental and control research groups in the chronological age as shown in Table No. (4).

Table (4) between the results of the t-test of the two research groups on the variable of chronological age.

The group	Number	Arithmetic average	variance	T-Test		Degree of freedom	Statistical significance
Experimental	30	210,766	237,633	Calculated	Tabular	58	Not a statistical significance at level (0,05)
Control	30	218	215,379	0,03	2,00		
Total	60						

3. **Parents' academic achievement:** The researcher obtained data on parents' educational attainment from two sources:

A. School card.
B. Through a special form for this purpose distributed to students in each division to obtain information on academic achievement for parents.
   The researcher used the chi square (X^2). The results showed that the calculated value of chi (X^2) is (0.01), which are less than the value of Chi square (X^2) tabular (7,082) and at the degree of freedom (3) and the significance plane (0,05), which indicates The two research groups are statistically equivalent. As is the subject of that in Table No. (5), and the researcher

merged some fields, and as shown in Table No. (5), the academic achievement of the parents shows the chi-square test (tabular and computed) for the two research groups:-

Table (5)

The group	Number	Academic achievement level				Chi-square value		Degree of freedom	Statistical significance
		Elementary	Secondary	Institute	College				
Experimental	30	5	5	5	15	Calculated	Tabular	3	Not a statistical significance at level (0,05)
Control	30	6	5	5	14	0,01	7,082		
Total	60	11	10	10	29				

4. **Mothers 'academic achievement:** The researcher obtained data on mothers' educational attainment from two sources:-

A. School card.

B. From the students themselves by distributing a form that was distributed to them to obtain information on the academic achievement of mothers: -

And by using the square (X^2) m, the results showed that the calculated value of the chi-square (X^2) calculated (0.06), which is less than the tabular value of the chi-square (X^2), which is (5.99) at the degree of freedom (2) and at a level of significance (0, 05) which indicates that the students of the two groups of research are equal in the educational attainment of mothers as shown in Table No. (6):

Table No. (6) shows the academic achievement of mothers, the square test (chi) (tabular and calculated) for the two research groups.

The group	Number	Academic achievement level Chi-square value					Statistical significance
		Elementary	Secondary	Institute & College	Tabular	Degree of freedom	
Experimental	30	12	9	9	5,99	2	Not a statistical significance at level (0,05)
Control	30	15	7	8			
Total	60	27	16	17			

5. **Intelligence test:** To impose the investigation of the equivalence of the two research groups in the degree of intelligence, the researcher used the (Raven) test for sequential matrices:-
   The researcher followed the test instructions to start applying it to the two research groups and after correcting the wrong answers (one score) for the correct answer and (zero) for the wrong answer, and to find out the equivalence of the students of the two groups of research with this variable.
   The t-test was used for two independent, equal samples. To detect the significance of the differences, there is a statistically significant difference, as the calculated T value (0.01) is less than the tabular T value of (2) at a level of significance (0,05) and a degree of Freedom (58), which means that the two study groups are equivalent in this variable, and Table No. (7) illustrates that.

Table (7) shows the results of test (t-test) for the two sets of research on intelligence variable.

The group	Number	Arithmetic average	T-Test		Degree of freedom	Statistical significance
Experimental	30	32,33	Calculated	Tabular	58	Not a statistical significance at level 0,05
Control	30	32,66	0,01	2,00		
Total	60					

6. **Scores of the Critical Thinking Scale**:-To ensure that the two research groups (experimental and control) are equivalent in critical thinking.
   The researcher applied to the two research groups before the actual teaching started a pre-test (for critical thinking), and the researcher was rewarded between the two research groups (experimental and control) and to know the significance of the difference between the mean scores of the experimental and control groups. The researcher used the t-test for the difference between two independent, equal samples, and the difference was not statistically significant at (0.05), as the calculated T value was (0.02) less than the tabular value (2.00) and with the degree of freedom (58). This indicates that the experimental and control groups are statistically equivalent in the (Critical Thinking) test. Table No. (8) illustrates this.

Table No. (8) shows the results of the t-test for the two research groups on the (critical thinking) pre-variable.

The group	Number	Arithmetic average	variance	T-Test		Degree of freedom	Statistical significance
Experimental	30	13,3	12,01	Calculated	Tabular	58	Not a statistical significance at level 0,05
Control	30	12,13	14,46	0,02	2,00		
Total	60						

Fifth: Controlling extraneous variables:

Extraneous variables are undoubtedly variables that affect the dependent variable, but they are not part of the study. (Abdel-Rahman and Al-Safi, 185-184).

The researcher has tried, as much as possible, to control some extraneous variables that may affect the safety of the experiment because controlling it leads to accurate results, which are (accompanying accidents, experimental extinction, biological and physiological changes related to (maturity), differences in the two groups' test, the measuring instrument**.**

Sixth: Research requirements:

1. **Determining the scientific subject:** The researcher specified the scientific subject (for the four semesters), which are the third semester, the fourth chapter, the fifth chapter, and the sixth chapter. From the book on Arab and Islamic history, which are (ten topics) a methodology from these chapters, which will be studied during the period of the experiment. To achieve this goal, the researcher prepared a test map that included the content of the ten topics of the scientific material that defined the experiment and the behavioral goals distributed on the six levels of the cognitive domain of the classification (Bloom). Table (9) shows the (ten) topics to be taught to the students of the two groups of research during the period of the experiment, as well as the number of paragraphs of post-achievement, as shown in the following table

Table: (9)

No	subject	e r	P r e	Percentage of behavioral Objectives	Total

.				Knowledge 26%	Comprehension 16%	Implementation 15%	Analysis 16%	Composition 18%	Correction 9%	
1	**The conditions of the Arabian Peninsula before Islam and the political and economic organizations**	**7**	**13%**	**1**	**1**	**1**	**1**	**1**	**-**	**5**
2	**Religions and beliefs in the pre-Islamic Arabian peninsula**	**2**	**4%**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
3	**The history of Mecca before Islam**	**5**	**9%**	**1**	**1**	**1**	**1**	**1**	**-**	**5**
4	**The administration of Mecca and its political conditions before Islam**	**5**	**9%**	**1**	**1**	**1**	**1**	**1**	**-**	**5**
5	**The noble Prophet's biography of the Messenger, may God bless him and grant him peace, in the cunning Mecca and the characteristics and achievements of the Holy Prophet**	**8**	**10%**	**1**	**1**	**1**	**1**	**1**	**-**	**5**
6	**Quraish's position on the prophetic call and the events it contains**	**5**	**9%**	**1**	**1**	**1**	**1**	**1**	**-**	**5**
7	**The most prominent events after the noble prophetic mission of the Messenger**	**5**	**9%**	**1**	**1**	**1**	**1**	**1**	**1**	**5**
8	**The noble Prophet's biography of the Messenger, may God bless him and grant him peace, in Medina and his works there**	**5**	**9%**	**1**	**1**	**1**	**1**	**1**	**-**	**5**
9	**The major invasions and battles in the time of the Prophet, the seven.**	**10**	**18%**	**1**	**1**	**1**	**1**	**1**	**1**	**5**
10	**The farewell pilgrimage to the Messenger (10) AH 631 AD**	**2**	**4%**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
	Total	**54**	**%100**	**8**	**8**	**8**	**8**	**8**	**-**	**40**

2. **Defining and formulating behavioral goals:** The researcher formulated (112) behavioral objectives distributed over the six levels in Bloom's classification in the cognitive domain (knowledge, understanding, application, analysis, synthesis, and evaluation) because they are compatible with the objectives of the research and the stage of study, and these goals were presented to a group of referees. And experts in the field of education and psychology, to

indicate their opinions and suggestions regarding the accuracy of its formulation, the extent of its relevance to the study material, and its validity classification, thus the number of behavioral goals in its final form became (112), by (29) goals for the level of knowledge, and (18) targets for the level of understanding, And (17) objectives for the level of implementation. (18) for level of analysis, (20) for level of composition. (10) Goals.

3. **Preparing teaching plans:** Since preparing teaching plans is one of the requirements for successful teaching, the researcher prepared model plans for teaching history to the students of the two groups of research on the effectiveness of the historical story and critical thinking, for the students of the experimental group, and other mistakes regarding students of the control group.

   The researcher presented two educational plans to a group of experts and specialists in history and teaching methods. For the purpose of improving the formulation of the two plans, and making them sound, and in light of what the experts showed, some necessary modifications were made to them and became ready for implementation.

Seventh: Research tools (preparing the two tests): One of the concerns of the successful teacher is to measure the various learning outcomes of the student, and among the evaluation tools are the tests, then they are: Measurement tools that should be designed for the purpose or purposes for which they were prepared, in order to obtain scores that can be interpreted in light of A suitable frame of reference. (Alam. 2011, p. 27).

Among the requirements of the current research are the preparation of two tests: an achievement test in the History Curriculum and the Critical Thinking Scale.

1. **Formulation of the test paragraphs:** The researcher prepared the test of subjects prepared with three alternatives and tested the correct answer, being more elaborate, truthful and stable, as well as for shortening the time and being a large general point of the scientific material that this type of objective tests is one of the best tests for the accuracy of the results to their points far from the subjectivity of the corrector It is characterized by honesty and stability, and the test is considered valid if it measures what was prepared for the purpose of measuring it. (Al-Dulaimi and Al-Mahdawi, 175, 2005).
2. **Validity of the test:** The validity of the test is intended to measure what it was designed for, as the dishonest instrument is unable to measure the required field properly, and the criterion for instrument validity is its suitability for what it was prepared for. (Souman, 2010, 369).

Exploratory sample: The researcher applied the test on a sample similar to the research sample consisting of (60) students from the second intermediate grade to form the second exploratory sample, which ensures parity and environmental closeness of the study sample and that ensures gender parity. Then the researcher analyzed the answers of the upper and lower groups statistically to find an analysis of the test items statistically. The following is an explanation of the statistical analysis procedures:

1. Paragraphs difficulty factors: After calculating the level of difficulty factors for the test items, and if the researcher finds that it ranges between (0,72,0,37), and it is inferred from this that all the test items are acceptable and valid, and their difficulty factors are appropriate.
2. The strength of distinguishing paragraphs: After calculating the strength of discrimination index, each test paragraph was found to be between (0,32) or more. (Allam, 2011, p. 256),

so all the test items are good in terms of their discriminatory ability, and thus they were all kept without deleting or modifying.

3. Stability of the test: The researcher calculated the test stability coefficient by the method of midterm fractionation successively dividing the test items into two equal parts, then calculating the correlation coefficient between the scores of these two sections, so it is suitable in tests whose paragraphs are homogeneous, that is, they measure a specific characteristic or characteristic, as it measures the homogeneity between the paragraphs That is, internal consistency, which is called the coefficient of stability in this way (coefficient of internal consistency) and that the variance of error that measures the half-segmentation method is the heterogeneity of the two test halves. (Majeed, 2010, p. 86). The researcher divided the test items into two halves, the marital and individual paragraphs, then according to the correlation between the two halves of the test items using the Pearson correlation coefficient, and the value of the correlation coefficient between the two halves was (0.73), then this value was corrected using the Spearman-Brown equation and reached (0,84).
4. The final image of the test: After completing the statistical procedures related to the test and its items, the test became a final form consisting of (40) items of the post-achievement test.

Eighth: Critical thinking scale: In order to achieve the goals sought by the research, the researcher adopted a scale designed by (Al-Jushami), in the year 2013, on a sample of female students for the middle school and consists of (40) items of objective tests of the type of multiple test, and the researcher has repeated Drafting the scale paragraphs to suit a sample, studying and making some amendments to its paragraphs:

1. Validity of the scale: - The scale was presented to a group of referees, experts and specialists in the history curriculum and methods of teaching it, and educational and psychological sciences, to judge the validity of the paragraphs and their suitability for the objectives specified, the logic of the alternatives and their attractiveness, and any other observations that improve the quality of the scale. The researcher took the opinions of the referees and experts in reformulating some paragraphs, amending them, changing their order, and deleting (6) from the paragraphs that did not obtain the total approval percentage, thus the number of paragraphs of the scale was finally (34).
2. Stability of the scale: The test was re-applied a second time on the sample consisting of (30) students two weeks after the application of the first test, then the researcher corrected the re-test, then according to the correlation between the first test and the re-test using Pearson's coefficient, and the value of the correlation coefficient between First test and re-test (0,895).

Ninth: Application of the experiment: During the application of the experiment, the researcher followed the following procedures:

1. The researcher began applying the experiment to the students of the two groups of research on Tuesday 12/2/2019. By teaching two lessons per week for each group.
2. The researcher applied the post-achievement test for the history curriculum, on Monday 15/4/2019, and the critical thinking measure towards history, before the experiment, as indicated in the equivalence of students of the two research groups, and at its end on Wednesday 17/4/2019 I finished the experiment, Wednesday, 17/4/2019.

Tenth: statistical means: the researcher used the following statistical means:

1. The T-test for two independent, equal samples: (t-test): The researcher used this test in conducting equivalence operations between the two groups (experimental and control), and the statistics for the post-achievement test and the scale of critical thinking.
2. Chi - square x test: I use this test for the purpose of calculating the equivalence of the sample in the academic achievement of the father and the mother.
3. Difficulty coefficient for objective paragraphs: This equation is used in the case of objective tests, so it was used in calculating the difficulty of the paragraphs in the post-achievement test and the Critical Thinking Scale.
4. Discrimination Equation for Objective Items: This equation was used in calculating the discriminatory power of the post achievement test items and the critical thinking scale items.
5. Effectiveness of Distracters: This parameter was used to calculate the effectiveness of incorrect (false) alternatives to the items of the post achievement test and the items of the Critical Thinking Scale.
6. Pearson correlation coefficient: used to extract the coefficient of stability of the post-achievement test, by the half-segmentation method, and to calculate the coefficient of the reliability of the critical thinking scale by the method of retesting.
7. Serman - Brown equation: I used to correct the correlation coefficient between the two parts of the post-achievement test (scores of odd and even paragraphs) after extracting the Pearson correlation coefficient.

Displaying and interpreting research results:

This chapter includes the presentation of the findings of the researcher, and their interpretation to know, the effectiveness of using the historical story in achievement and critical thinking of middle school students in the subject of history) that the researcher reached in light of the aim of the research and its hypotheses, and then he mentioned the most important conclusions of those results, and mentioned the most important Recommendations and proposals as follows:-

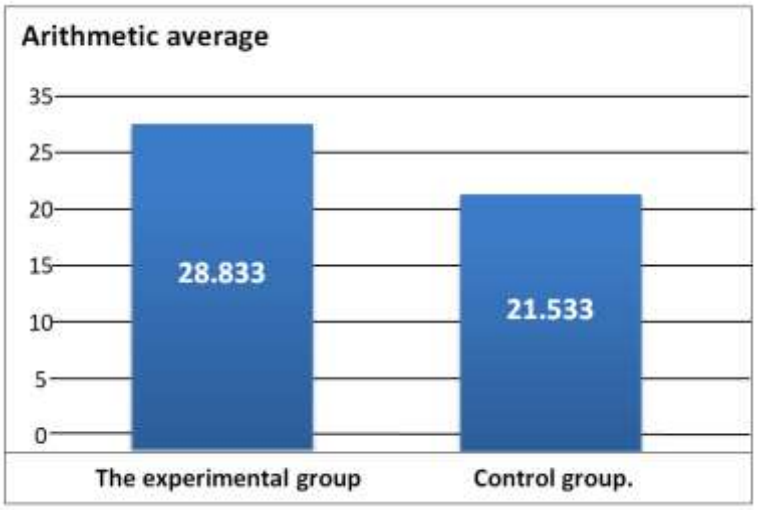
First: Results presentation:

Results of the post achievement test:

1. **Verify the first null hypothesis, which states the following:** (There is no statistically significant difference at the level (0.05) between the average scores of the experimental group students who study according to the effectiveness of the historical story, and the average scores of the control group students who study according to the usual method in the achievement test).

   After the researcher applied the post achievement test on the two research groups (experimental and control) and after correcting the answers of the students of the two groups searching for the items of the post achievement test, the average achievement of the experimental group was (28,833), the average achievement of the control group (21,533), which constitutes an apparent difference in the arithmetic averages of the performance For students of the second average, in achievement, as shown in the Graph (1):

   Graph (1) the average achievement of the two research groups.



To verify the validity of the first null hypothesis, the researcher used the T-test for two independent, equal samples (t-test), to find out the significance of the statistical difference between the two research groups, and the statistical treatment of the scores of the students of the experimental and control groups appeared in the post-achievement test, as shown in the following table (10) :

Table (10) The difference between the averages of the experimental and control groups in the post achievement test.

The group	Number	Arithmetic average	variance	T-Test		Degree of freedom	Statistical significance
Experimental	30	28,833	18,281	Calculated	Tabular	58	statistical significance
Control	30	21,533	17,498	5,572	2,00		
Total	60						

Table (10) shows the superiority of students of the experimental group that studied using the historical story over the students of the control group that studied according to the usual method of academic achievement, thus rejecting the null hypothesis and accepting the alternative i.e.: There is a difference of statistical significance at the level (0.05) Between the average scores of the experimental group students who study according to the historical story and the average scores of the control group students who study according to the usual method in the achievement test for the benefit of the experimental group.

2. **Effect size:** The size of the effect is a statistical term that denotes a set of statistical measures that the researcher can use in the educational, social and psychological sciences to identify the scientific importance of the results of his research and studies, and he is particularly concerned with the amount of impact caused by the independent variables (treatments Experimental) in the dependent variables underlying the research design. (Asr, 2003, p. 646) and (Muhammad, 2011, p. 120). Hence, it can be said that the statistical

significance and the practical significance (the size of the effect) are only two sides of the same coin. Each of them complements the other and compensates for the underlying deficiency. The size of the effect was calculated according to the following equation:

$$\text{ETA Square } (\eta^2) = \frac{T^2}{T^2 + \text{Degree of freedom}} = \frac{(5.572)^2}{(5.572)^2 + 58} = 0.35$$

As (T) the value of the computed and the literature of the subject indicates the adoption of Table (11) as a reference to determine the levels of the effect size for each of the measures of the size of the effect: Table (11) The proposed reference to determine the levels of the size of the effect. (Afaneh, 2000, p. 24).

The tool used	Effect size		
η^2	Small	medium	large
	0,01	0,06	0,14

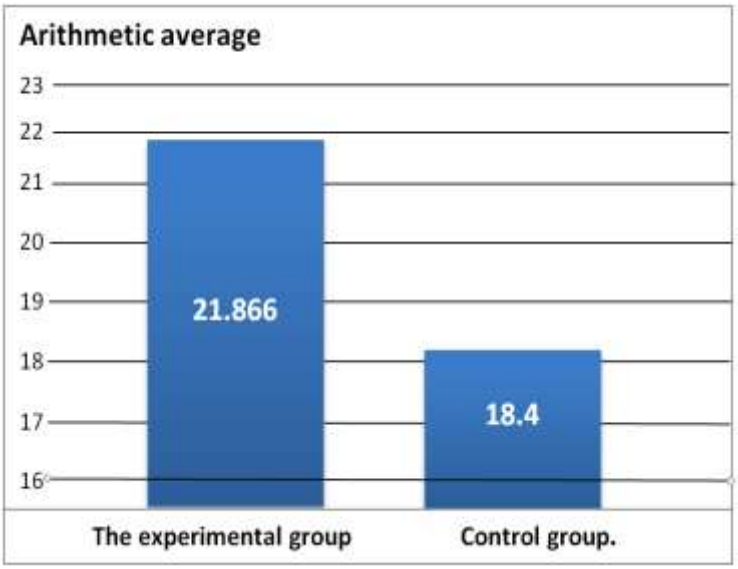
When applying the equation, the value of (η^2=0,35) is found, and according to Table (11), the effect of the size of (the historical story) on the dependent variable (achievement) is large.

3. Results of the Critical Thinking Scale:

Verify the second null hypothesis which states: (There is no difference of statistical significance at the level of (0.05) between the average scores of the experimental group students who study according to the historical story and the average scores of the control group students who study according to the usual method according to the scale of (critical thinking),

After the researcher applied a scale test, critical thinking, to the two research groups (experimental and control), and after correcting the answers of the students of the two groups of searching for the paragraphs of the post-critical thinking scale, the average scores of the experimental group were (21,866), the mean of achievement, the control group (18,4 Which forms an apparent difference in the arithmetic averages of the second average students 'performance in achievement, as shown in the graph (2).

Graphic chart (2) Average scores of critical thinking for the two research groups.



The two researchers used the t-test for two independent, equal samples (t-test), to find out the significance of the statistical difference between the two research groups, and the statistical treatment of the scores of the students of the experimental and control research groups appeared in the Critical Thinking Scale test, as shown in the following table (12):

Table (12) for the difference between the averages of the experimental and control groups in the degrees of post-critical thinking.

The group	Number	Arithmetic average	variance	T-Test		Degree of freedom	Statistical significance
Experimental	30	21,866	9,774	Calculated	Tabular	58	statistical significance
Control	30	18,4	9,351	4,268	2,00		
Total	60						

It is evident from Table (12) that the calculated T value of (4.268) is greater than the tabular T value of (2.00), at a significance level (0.05), which indicates the existence of statistically significant differences between the two research groups (experimental and control), in Dimensional Critical Thinking Scale, for the benefit of the experimental group, Thus, the null hypothesis is rejected, and the alternative hypothesis is accepted, which states: (There is a statistically significant difference at the level (0.05) between the average scores of the experimental group students who study according to the historical story, and the average scores of the control group students who study according to the method. This indicates the superiority of the experimental group students over the control group students. The size of the effect was calculated according to the following equation:

$$\text{ETA Square } (\eta^2) = \frac{T^2}{T^2 + Degree\ of\ freedom} = \frac{(4.268)^2}{(4.268)^2 + 58} = 0.24$$

When applying the equation, the value of ($n^2 = 0{,}24$) is found according to the table, the effect of the size of (the historical story) on the dependent variable (critical thinking) is significant.

Second: Interpretation and discussion of the results:

1. From Table (11) it becomes clear that there is a statistically significant difference between the scores of the students of the experimental and control groups at the level of (0.05). The researchers touched the effectiveness of the historical story during the teaching process through the interaction of the students and their competition for participation and the method of answering the questions asked by the researcher during the teaching process. Explanation of each topic and interpretation of each answer by the students, which indicated the understanding of the topic as well as the superiority of the experimental group in the average scores of the post-achievement test over the average scores of the post-achievement test of the control group. The researcher believes the reason for the existence of statistical significance between the two groups is the good focus in the lesson and an actual and serious participation in learning because the story consists of four methods of understanding, as it is deduced from the cognitive approach as follows.

- Starting the lesson using the automatic method (Rote) has a clear effect on stimulating students 'motivation to learn and being attracted to the lesson, and preparing them to receive serious information. Then comes (the observational) step to raise students' attention to the relationships in the historical cognitive structure, in turn leading to (the Insightful) step. To link the previous information that the student had previously studied with the new lesson, as this helped to distinguish the new facts and concepts from the facts and concepts that are already present in the knowledge structure of the experimental group students, which makes the learning process easy. Then (the formal) style step in which the relationships reached in the previous step are deepened.
- The use of the effectiveness of the historical story in the lesson is of great importance, as it allows the students of the experimental group to link what they must learn and integrate it into their mental environment with what was previously learned, and work to find integration between new experiences and previous experiences related to them and to perceive the relationships between them. The method of discussion with the students of the experimental group, which is used in defining each of the main and sub-concepts, has greatly contributed to distinguishing its meaning and determining its characteristics. Since learning is more sustainable after a mistake than learning without error. Giving students the opportunity for dialogue and meaningful scientific discussion increases their awareness of the outcomes that have been achieved. It also makes students able to express and reduces shyness and fear and breaks their usual routine.
- The method of observation during the duration of the experiment had a clear effect in enhancing learning, increasing its effectiveness, and making it longer lasting among students of the experimental group.

2. It is evident from Table (12) that there is a statistically significant difference between the degrees and students of the experimental and control groups in the scale of critical thinking

towards the subject of history and in favor of the experimental group. This indicates that the historical story has the effect of increasing the thinking and learning of history subject.

- The experimental group that studied using critical thinking was superior to the control group that studied according to the (traditional) method.
- The researcher attributes the reason for this because critical thinking increases the learner's ability to analyze facts, pass ideas and information, organize and evaluate them, and facilitate understanding and perception of all concepts of the taught topic with great motivation better than the traditional teaching method.

Third: the conclusions reached by the researcher:

1. The effect of the effectiveness of the historical story on the achievement of second-grade intermediate students in the history curriculum.
2. The size of the great impact of the historical story in the achievement of second-grade intermediate students in the history curriculum.
3. The effect of the effectiveness of the historical story and critical thinking on the achievement of the second intermediate grade students in history.
4. The magnitude of the great impact of critical thinking among second-grade intermediate students on the history curriculum.
5. Effectiveness of the story History and critical thinking in teaching helps students gain scientific experiences and historical concepts with more freedom and motivation, and increase students 'achievement in the curriculum.
6. The effectiveness of historical story and critical thinking if it can be used well by male and female teachers in teaching history curriculum.

Arab and foreign references and sources:

1. Abu Hatab, Fouad, and Amal Sadiq (2010 AD) Research Methods and Methods of Statistical Analysis in Educational, Psychological and Social Sciences, 1st Edition, Anglo-Egyptian Library.
2. Abu Sarhan, Attia Odeh (2017 AD) Methods of Teaching Social and National Education, Al-Ain, UAE.
3. Al-Amin, Shaker Mahmoud and others (1997 AD) Fundamentals of Teaching Social Subjects, Baghdad, Safadi Press, Iraq.
4. Hallaq, Hassan (2006 AD), methods and curricula for teaching auxiliary sciences and characteristics of a successful teacher. Lebanon.
5. Halabi, Mahmoud Taha (2007 AD) from Masterpieces of Stories, Beirut Edition 2, Lebanon.
6. Khair El-Din, Thomas George (2006 AD), educational curricula, their foundations, their development and their application for publishing, 1st Edition, Lebanon
7. Khandakji, Muhammad Abdul Jabbar, and Nawaf Abdul Jabbar Khandakji (2012 AD) Scientific Research Curricula, Contemporary Educational Perspective, 1st Edition, Modern Book World, Irbid, Jordan.
8. Khreisheh, Ali Kayed Salim (2001 AD) is upset by the contribution of secondary school history teachers to developing critical and creative thinking skills for their students, Journal of Educational Research Center, Qatar University, Issue 19.
9. Suleiman, Mr. Ahmed Muhammad (2001 AD) Future Minds, Strategies for Gifted Education and Creative Development, Riyadh Golden Pages Library, Saudi Arabia.

10. Shmuel, Yusef (1994 AD) The short story, style and construction, PhD thesis, University of Baghdad, Iraq.
11. Shia, Muhammad (2011 AD) Methods of Thinking and Research Rules in the Humanities and Social Sciences, 2nd Edition. Majd, University Institute for Studies, Publishing and Distribution, Beirut, Lebanon.
12. Soman, Ahmad (2010) Methods of Teaching the Arabic Language, Dar Zahran for Printing and Publishing, Jordan.
13. Allam, Salah Al-Din Mahmoud (2011 AD) Methods of Teaching History, 1st Edition, Dar Osama for Publishing, Jordan.
14. Abd al-Rahman, Anwar Hussain, Falah Muhammad Husayn al-Safi (2005 AD) Research Methods between Theory and Practice, Iraq.
15. Abbas, Muhammad Khalil and others (2011 AD) Introduction to Research Methods in Education and Psychology, 3rd Edition, Amman, Jordan.
16. Afaneh, Izzo Ismail (2000 A.D.) The Size of the Effect and its Uses in Detecting the Credibility of Findings in Education and Psychology Research, Journal of Palestinian Educational Research and Studies, Issue 3.
17. Asr, Reda (2003 AD) Impact Size, Statistical Methods for Measuring the Practical Importance of Educational Research Results, The Fifteenth Scientific Conference of the Egyptian Society for Curricula and Teaching Methods, Teaching Curricula and Preparation for Contemporary Life, Volume Two, Egypt..
18. Qaraan, Muhammad Eid, and Al-Dulaimi Taha (2017 AD) The effect of a thinking-based teaching program on improving the skills of employing classroom questions. Arabic language teachers started a research published in the Journal of Al-Quds Open University for Research and Educational Studies, Al-Majd 26 P (20) Jordan.
19. Al-Darwish, Nahi Aref (2006 AD) Building a calculated program for teaching critical thinking and measuring its impact on developing the skill of self-evaluation of university students, PhD thesis, unpublished, University of Baghdad, College of Education, Ibn Rushd.
20. Al-Dulaimi, Sattar Ahmad Muhammad (2000 AD) The Impact of Brainstorming Method on Creative Thinking and Achievement of Fourth Year Students in Biology, Master Thesis, unpublished, University of Mosul, Iraq.
21. Al-Titi, Muhammad Eissa (2005 AD), Social Education and its Teaching Methods, College of Social Sciences, Syria.
22. Al-Kubaisi, Abdul-Wahid Hamid Thamer (2008 AD) Scientific educational lessons deduced from the Qur'an (Surat Al-Kahf), first edition, Iraq.
23. Al-Sallabi, Ali Muhammad (2006 AD) Caliph Abu Bakr Al-Siddiq, a personality and his era, Dar Al-Maerfa, Lebanon.
24. Al-Muallem, educational and cultural magazine, Saudi University (2008 AD), Saudi Arabia.
25. Al-Khadra, Fadia (2005 AD), The Development of Innovative and Critical Thinking, An Empirical Study, Despono Publishing, Jordan.
26. Iraqi Journal of Educational and Psychological Sciences, Stories from the Holy Quran, No. 7 (1986 AD), Iraq.
27. Al-Dulaimi, Ihsan Aliwi, Al-Mahdawi, Adnan Mahmoud (2005 AD), Measurement and Evaluation in the Educational Process, 2nd Edition, Ahmed Library for Printing and Publishing. Baghdad, Iraq .

28. Al-Jubouri, Muhammad Saleh Khalaf Salih (2006 AD) The Effect of Using Storytelling Style on the Achievement of Fourth-Grade Primary Students in Reading and Their Attitude towards it, College of Basic Education, University of Mosul, Unpublished Master Thesis, Iraq.
29. Majeed, Sawsan Shaker (2010 AD) Psychological Tests, 1st Edition, Dar Al-Safa for Publishing and Distribution, Jordan.
30. Muhammad, Khaled (2011 AD) The effect of using a program based on computer-based experience systems on developing cognitive achievement and thinking skills in Riyadh for first-grade middle school students, Master Thesis, unpublished, Sohag University, College of Education, Egypt.
31. Clauson , Cunthia – Luisa . (1997) . the Development and testing of A qualitative instrument designed to assess critical thinking (self Reflection , Problem - Solving) PHD , Gonzaga University , Dissertation Abstracts International , (Vol . 58 ,o.4) , P. 1256.
32. Facione , P. (1998) . Critical thinking . what it is and why it counts . California.
33. Krug ,m, history and social sciences new of approaches of teaching of social studies Waltham mass Blasdell- 1976.
34. Gerlid, D. (2003). Critical thinking .www.chss.montclaiar.edu / net / critical. / Thing.html.