The Effect Of Using A Strategy (5E,S) On The Achievement Of Intermediate Third-Grade Students In The History Course

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Abstract: The study aimed to identify the effectiveness of using the Five Yards strategy in teaching history in achievement among third-grade students, and the researcher used the experimental method according to the design of the two dimensional experimental and control groups. One of them is the experimental group (30) students and the other is the control group (30) students, and the study was implemented during the first semester of the academic year (2016/2017). Statistically significant differences at the level of (0.05) in favor of the experimental group in achievement and the most important conclusions. Teaching according to the Five Y's strategy helps students to develop interaction between them and the teacher and students.
The effect of using the five-yards strategy in raising the level of achievement of third-grade intermediate students in the subject of modern and contemporary history of the Arab world compared to the usual method for historical facts and information. It made the students more active and vital throughout the lesson. Through the findings of this study, the researcher has reached

1. Conducting training courses for history teachers in the methods that depend on the strategy of the Five Y in teaching history, including the strategy of The Five Y, and how to apply them in the classroom.
2. Adding the Five Y's (5 E's) strategy from among the teaching strategies that are presented in the curricula of history teaching methods in the Faculties of Education and training student teachers to use them. The proposals in light of the results of this study and linking them to previous studies, the researcher suggests the following:
1 - Conducting studies in the teaching of history on the development of thinking, critical thinking, creativity and attitude - towards history.
2- Conducting another study in dependent variables other than achievement (development, critical thinking / acquisition - historical understanding. Historical skills.

- the study Problem

Numerous studies confirm that third-grade female students suffer from a set of common difficulties and mistakes in learning history skills, such as studying Al-Harbi (2001 AD), Fayza Hamada's study (2001 AD) and Abdul Qadir's study (2006 AD), and the researcher, through her supervision of student teachers in the field of history in education The field notes that there are multiple learning difficulties that third graders experience.
Studies confirm that the teaching methods of teachers and the strategies used contribute significantly to the low level of achievement of students, such as the study of Ward (2015Ward), which emphasized that students' mistakes in history are due to a large extent to teaching strategies that make the student a future only and does not express what is inside.
With the emergence of the philosophy of constructivism theory, several calls appeared to be used as a therapeutic step to confront the difficulties faced by students in learning history and the variables related to it because it actively and effectively called for the student during the educational situation, such as the study of the client (2013 AD), the study of Ibtisam Muhammad (2013 AD), the study of Amin (2012 AD) and the study of Ali (2011) and the Evelyn study (2014).
This study comes in an attempt to identify the effect of using the Five Y's strategy in teaching history on developing achievement among third-grade pupils in an attempt to overcome the difficulties that third grade pupils face in learning and developing achievement and their skills, given that the focus is on using the ideas that capture the pupil's attention and interest when modifying The ideas in his possession or adding new ideas to his knowledge structure, and the main question of this study is determined in the following question:
What is the effect of using the Five E5,s strategy in teaching history on achievement among third-grade intermediate students?

The importance of this study is as follows:
1. Directing the educators 'view towards the five-year constructivist learning strategy as one of the applied models of constructivism theory and its effect on teaching history on achievement.

2. The present study focuses on the development of communication, which is one of the important topics recommended by the National Council for History Education (NCTM, 2000, p60-61), and Mathematical Communication is one of the five criteria for teaching history.
3. This study contributes to presenting the steps for preparing a teacher's guide for teaching history according to the Five E5,s strategy, which contributes to helping teachers, educational supervisors and researchers to identify practical steps for implementing the Five Y's strategy in teaching history.

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- The limits of the study:

1. This study was restricted to the third-year intermediate students in history for the first semester, 2016 edition
2. The study sample consisted of a random sample of third-grade intermediate students from Umm al-Banin Intermediate School in MaE5,san, which was divided into two experimental and control groups.
3. This study was applied during the first semester 2016-2017

- Terminology of study

Strategy: The word Al-Stratigia is taken from the Greek word "strategy" and its meaning in the Arabic language is the art of leadership. It is defined as the entirety of the rules and controls directed and organized for working methods.
Jaber knew it: - A set of procedures, plans, method, activities, and activities that address all situations that a teacher may encounter. (Jaber, 1999: 179)

Al-Bakri and Al-Kiswani defined it: 2001): as determining the method of the pattern of actions, actions or movements that the teacher will take to achieve certain results. (Al-Bakri, Al-Kiswani, 2001: 125 p.)

The researcher knows it operationally:
A set of steps and procedures that the teacher follows in the classroom to achieve the desired goals results while teaching the students of the third intermediate grade in the history subject.
Second: The Five Ones:
And Zaytoon and Olives, 2003) The Five Yaa strategy as "the strategy in stages in light of the nature of the learner, the nature of knowledge and the method of teaching used by the teacher, namely: the stage of suspense, interest and participation, the Engagement Phase, the Exploring Phase, the Explanation Phase, the Expansion Phase, and the Stage" The Evaluation Phase was denoted by (5 E's) because each of the stages begins with the letter E. "(Olive and Olives, 2003: 447)
The researcher defines the five-yaa strategy as a procedure: - It is an instructional strategy that depends on the constructivist theory in teaching based on the nature of the learner, his past experiences and his social negotiation with others in light of the teacher's guidance and guidance through five progressive, successive and continuous stages that take place during the educational situation, starting with the stage of suspense, preparation and attracting interest, then the stage of exploration, then The interpretation stage, then the expansion and enrichment stage, and the end of the evaluation stage.
Third: - To collect
Defined by Al-Aqeel (2008): - The knowledge and skills acquired by learners as a result of studying the subject or a specific educational unit (Al-Aqeel, 2004, p. 39)
The researcher knows operationally:
The amount of what students get from the results of the achievement test that they prepared for the purposes of the current research
Fourth: History
(Al-Amin and others, 1992) defined it as the science of studying past civilizations and revealing the factors that have combined to form contemporary civilization.
Procedural definition of the researcher: - The content of the book, the modern and contemporary history of the Arab world scheduled for teaching and approved by the Ministry of Education for the third intermediate grade for the 2016-2017 academic year, which includes the first three semesters

Chapter II
Theoretical framework and previous studies
The theoretical framework deals with the constructivist theory and the strategy of the Five E5,s in terms of its concept, importance and stages, as follows:

First: The Five E5,s Strategy:

Ali (2016, 3, 2), Mahmoud (2014, 330) and Qandil (2011, 44) mention that the Y-Five is one of the educational models that emphasizes meaningful learning based on understanding through the active role of pupils in education, and the intellectual mental participation of students in activities. They do it in groups or work teams to build their scientific concepts and knowledge.

Walters (Walters, W, 2015, p14) defines it as a teaching model that includes a set of instructional steps that the teacher uses with his students aiming to build their knowledge of themselves through the investigation process that is the teacher preparation for thinking-provoking questions that challenge the students' mental capacities while preparing Educational opportunities that allow for positive participation by students.

Zaitoun (2017, 446) mentions that Bybee developed the Five Y strategy from the three-cycle learning cycle and the modified quadruple learning cycle (4E's) to the five-year learning cycle (5E's), and it was referred to as (5E's) because each of its five stages began with the English letter E and Baby described the stages of the strategy. The fifth in light of the nature of the learner, the nature of knowledge and the method of teaching used by the teacher.

The Five E5,s strategy is based on contributing to the achievement of the two learning processes by helping students to form their own cognitive structures and emphasizing the application of what they learned in new situations, as Ali (2011 CE), Fathia Lulu (2011 CE, 213) and Dana Sulaiman (2019, 515) mention 516), Hafez (2018, 244-246), Zaytoun (2017, 469), Kathy, 2004, p1-9), Bayoumi (2013, 37), Fahmy and Abdel Sabour (2011) that the five stages of the Y-strategy are: the suspense, attention-grabbing, and exploration stage. And innovation, the stage of explanations and suggesting solutions, the stage of expansion and enrichment, and the stages of evaluation, as follows:

1. The Engagement Phase:

At this stage, the students are thrilled, their attention is drawn and their motivation is stimulated for their participation in thinking about the raised topic and getting acquainted with the information and preliminary ideas they have on the topic of the lesson, through the interaction of the pupils with new experiences that raise many questions that may be difficult for them to answer with what is available to them of Information in their cognitive environment, and then they search for answers to their questions by directing them to some individual or group activities, so that the students in this stage are directing their attention towards the new knowledge.

The preparation process includes defining the facts, identifying the problem, clarifying the situation and linking it to previous experiences, in which case the teacher can benefit from the preparation in identifying the ideas that the students have, meaning that this stage is used to uncover what he knows and how the students think?

2. Exploring Phase:

This stage is the essence of the Five Y's strategy, in which the learners practice many thinking skills to communicate to experiences and new knowledge, and in this stage the students are divided into small and heterogeneous groups. In this stage, guide and encourage learners to continue implementing activities to reach solutions and conclusions.

At this stage, students interact in cooperative groups with direct experiences that raise open-ended questions that may be difficult for them to answer. Through the students' individual or group activities, the students search for answers to related questions through research or group discussion so that these concepts and principles are not Known to them in advance, and the teacher must increase the pupils' motivation to explore, provide the opportunity for social interaction with peers within the group and between the teacher and the students of each group separately, and try to overcome the difficulties within each group, and the teacher also helps to generate relationships and connections between new concepts and previous concepts.

3. Explanation Phase (suggesting solutions and interpreting them):

Each group at this stage presents what has been reached or discovered with classmates, where they present the solutions and explanations that they reached, and the methods they used to reach these solutions and choose the best alternatives, through a group discussion that serves as an intellectual forum until the learner at this stage reaches Concept or principle related to new experiences reached in the previous stage.

The role of the teacher in this stage is to reinforce the correct answers and help the learners to correct and correct the wrong ideas.

4. The Expansion Phase:

At this stage, students expand the concepts they learned and relate them to previous concepts they have and apply their understanding to the reality around them, and the students expand on thinking about the topic raised, and they approach the topic in all its aspects, and at this stage the learner helps to organize the experience obtained by linking it to previous experiences Similar as you discover new applications of what they have learned, and students must be given enough time to apply what they have learned, by enriching examples or providing them with additional experiences.

Also, at this stage, learners apply the solutions, interpretations, rules and laws they have reached in new situations, and the teacher's role is to provide opportunities for learners and create new situations to implement what they have learned from them.

5. Evaluation Phase:

It is the stage during which the strategy stages are applied to identify the progress of learners towards the acquisition of different experiences, to identify and support strengths and weaknesses and to treat them, and the solutions and ideas that have been reached are evaluated, provided that the evaluation is at the end of the lesson, chapter or unit, and it is possible that The evaluation is conducted in each of the five stages of the Y-strategy and not only at the end of it, provided that students are provided with various evaluation methods such as standardized tests, observation lists, student work files and personal interviews, which helps in judging what has been reached and knowing the extent of benefit from solutions, and the evaluation is considered a continuous diagnostic process It allows the teacher to determine the extent to which the student understands the topic and uses the assessment during any stage of the educational process.

- The teacher's role in the Y5 strategy

Khayriyah Seif (136, 2014) stated that the teacher plaE5,s a vital and important role in the Five-Y strategy, and among his most important roles are:

1. Organizing a group of direct sensory activities related to the topic being taught, related to the students 'previous experiences, which leads to the students' excitement for research and investigation.
2. Providing sufficient time for students to explore, discover, innovate and confront problems related to the subject of the lesson to be learned. The teacher should also encourage students to reach the solution on their own.
3. Divide the pupils into small, heterogeneous groups in each group (4-6) students, and encourage them to cooperate and work together.
4. Encouraging students to present explanations and proposals for what they have reached through the exploration journey, whether correct or wrong, provided that we accept the students 'mistakes and do not punish them for them. Therefore, the teacher should direct the students to correct themselves or guide them and guide them on how to reach the correct answer.
5. Directing students to apply what they learned inside the school of new experiences in similar life situations.

- The role of the learner in the Five E5,s strategy:

It is known that the learner has an active and active role in this strategy throughout its stages, and from the roles that the learner plaE5,s in using this strategy, as Fathia Lulu (2011 AD, 314) mentions as follows:

• Exploring information and data through the questions presented to him by referring to the sources of direct experience with experimentation and sources of indirect experience such as books.
• Collaboratively participate in discussions of information, data and concepts.
• Applying values and conclusions to new situations and determining the extent of what has been learned.

The Five Yat (5e; s) strategy steps

1- Prepare the strategy in the form of research or exploration for knowledge.
2- Choose the concept that the learners will learn and articulate it precisely.
3- Choose the educational activities that the learners will undertake to collect the required data to derive the concept.
4- Prepare written instructions for learners to help them collect the data required to extract the concept.
5- Make sure that the instructions help students to collect data only and that it does not inspire them to understand.
6- Set up signals for the teacher to use.
7- Choose the educational activities that you will use during the implementation phase and make sure of them.
8- The numbers of assessment tools should include the data collected by the learners and the questions given to them at the end of the five-year learning cycle or that are given during the different stages of the five-year learning cycle (Olive and Olive, 2003, p. 228)

- Previous studies

The customer study (2013 AD) aimed to identify the effect of two teaching strategies based on constructivism theory for teaching basic eighth grade students in achievement and development of thinking, and the study sample consisted of 94 students from the eighth grade basic students were divided into three groups randomly, the first experimental (31 students) was studied using The five Y-strategy, and the second experimental (32 students) studied using the constructive learning course, and the control (31 students) studied in the traditional way, and the two study tools were used, namely the achievement test in the history and thinking test, and the results showed a statistically significant difference attributed to the teaching strategy for the benefit of the students of the first experimental group, then Students of the second experimental group.

Amin's study (2012 AD) aimed to uncover the use of the Five Y's strategy in teaching history on developing algebraic thinking and modifying alternative perceptions of algebraic concepts among first-grade middle school students. The study sample consisted of two experimental groups (38 students) and a control (38 students). Research tools were prepared by The researcher, which is the thinking test, the diagnostic test of alternative perceptions of concepts, and the achievement test. The study tools were applied before and after, and the results of the study reached the effectiveness of the Five Y's strategy on developing algebraic thinking skills, modifying alternative perceptions of algebraic concepts and improving the level of achievement.

Ali's study (2011) aimed to identify the effectiveness of using the Five E5,s strategy in developing statistical thinking skills and achievement and the survival of the impact of learning in statistics among students of the College of Education, and the study used the experimental approach designed by the two groups on students of the College of Education at the University of Misurata, where the number of students in the experimental group reached 35 students. Using the five-yards strategy, the number of control group students reached 35 students who studied using the usual method, and the study tools were applied, namely the achievement test and the statistical proficiency test prepared by the researcher, and the study found that there were no differences between the experimental and control groups in the achievement test at the level of recall and the presence of statistically significant differences in The achievement test at the levels of understanding and application for the benefit of the experimental group, and the results of the study also found that there are statistically significant differences in the test of statistical thinking as a whole and for each level separately in favor of the experimental group that was studied using the Y-Five strategy.

The study aimed at Evelyn (2014) to compare two experimental groups that were studied using the Y-Five strategy in the basic rules of the multiplication process and a control studied in the normal way. The study concluded that teaching using a constructive learning strategy differs fundamentally from traditional teaching and that the experimental group's achievement is better than the group who learned according to the traditional method. .

The study of Al-Toudari (2014) aimed at identifying the effectiveness of using the learning cycle as a model of the five-y strategy models for teaching history in academic achievement and excellence among high school students. The traditional method, and the achievement test, the higher levels of thinking test and the innovative thinking test were prepared by the researcher, and the study found a statistically significant difference at the level of (0.01) in favor of the experimental group in the achievement test and the presence of an average rate of (1.74) in favor of the experimental group, while it reached (0.91).) In favor of the control group. The study also found a statistically significant difference at the level (0.01) in favor of the experimental group in testing higher levels of thinking. As well as in innovative thinking and intelligence compared to the traditional way.

Mahmoud (2014) conducted a study aimed at identifying the effect of using the Five Y's strategy in teaching engineering to middle school students on achievement and developing some thinking skills for them. The strategy of the five and the other is controlled and consisted of (40) pupils from the "Galaa Preparatory School" in Asyut, in the usual way. The results of the study also reached the superiority of the experimental group in the test of critical thinking as a whole and for each of its six dimensions separately and with a high impact size, and the study showed the existence of a positive correlation (0.74) between academic achievement and critical thinking.

The study of Chung (2011) aimed to compare the achievement of third-grade students in the subject of beating in public schools in St. Louis, Missouri State, Missouri in America, who studied according to the structural and normal curves. The study sample consisted of 71 male and female students, divided into four divisions. Two experimental groups (constructive) were 36 male and female students, and the other was control (traditional) and it included 35 students. The researcher used three history tests. To the method of teaching in understanding multiplication skills.

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Study procedures

First: Curriculum

To achieve the objectives of this study, the researcher used the experimental method according to the design of partial control. Control group, and the achievement test was applied, then the experimental group underwent the independent variable (the five-y strategy strategy, and the control group studied in the usual way, then at the end of the experiment, the two groups were subjected to the achievement test. As shown in Figure 1)

Search tool	Dependent variable	Independent variable	the group
Achievement test	Attainment	The Five E5,s Strategy	Experimental
		The traditional (regular) method	Control

Second: The research community and its sample

It is all the individuals or persons who make up the subject of the research, or it is all the elements related to the problem of the study that the researcher seeks to generalize about the results of the study (Muhammad, 2012: 47)

The research community consisted of third-grade intermediate students in the Intermediate Girls' Day Schools in MaE5,san Governorate in the Governorate Center for the 2016-2017 academic year

The research sample is defined as that special part of the original sample, i.e. the original community, through which the actual data necessary for the experiment can be obtained, and the sample is a partial group taken in some manner from the original community (Radwan, 2003, p.16). Therefore, the researcher chose the medium of Umm al-Banin for the purpose of applying the experiment. In it for the following reasons

School administration cooperation with the researcher

The school is near the researcher's residence.

It contains more than one class for the middle third grade.

The school contains (5 classes). Female students will study the history of the modern and contemporary of the homeland for an Arab using the usual (traditional) method. The number of its students reached (they studied the history of modern and contemporary in the Arab world using the strategy of the five yams, of which there are (35) students. The number of members of the sample became (60) students, of which (36) students were students for the experimental group and (30) were students for the control group.

Table (2)

Number of students of the experimental group and the control group before and after exclusion

Issue after exclusion	Excluded	Issue before exclusion	the group	Division
30	6	36	Experimental	B
30	5	35	Control	g
60	11	55	total	

The two research groups are equivalent

The researcher was keen, before starting the experiment, to ensure equality in the variables that she thinks would affect the accuracy of the research results, although the selection of the members of the two research groups was randomly drawn from a homogeneous medium, as the researcher had sufficiently accommodated the two groups as follows: -

1- Otis-Lennon IQ test

2- Chronological age calculated in months.

3- The academic achievement of the mother and father.

The researcher obtained the variables data from the school records (administration) and from the students themselves.

Control of extraneous variables

The most prominent of them

1- Experimental extinction of the impact resulting from discontinuation and leaving the number of individuals of the sample to search, which affects its results, and during the period of application of the experiment, it was not exposed to circumstances, and was not exposed to such a circumstance, except for some official holidaE5,s due to illness or official holidaE5,s, and in a very small and almost equal percentage in the two groups.

2- Associated accidents

They are the accidents that occur during the application of the experiment and that hinder its progress and the school administration is unable to avoid their occurrence, but the researcher has not been exposed to any such accident.

3- Processes related to maturity: - It is the biological and psychological maturity that occurs to the students of the experiment during its application, which affects their responses and that these processes had no effect in the experiment that lasted for about one semester, and if growth occurred in any aspect, it is equal between students of the experimental and control group.

4- Measurement tool: - The researcher was keen to use a unified tool to measure achievement in the modern and contemporary history of the Arab world for the students of the two research groups, from preparing an achievement test that was applied to the experimental group and the control group at the end of the experiment.

5- Confidentiality of experience.

The researcher agreed with the school administration not to choose the students by the nature of the research and its goal is not to change the activity and treatment of students when conducting the experiment, which affects the safety and accuracy of the results.

6- Duration of the experiment: - The research experiment continued and was equal for the two research groups, which is the first semester, as it started on 10/7/2016 and ended January 2 2017.
7- The middle third of the contemporary and modern history of the homeland for the Arab, in defining the first three chapters.
Sixth: - Search tool numbers
1- Achievement test
Measuring the extent of students 'understanding of some knowledge and concepts related to the academic subject at a specific time, or at the end of a specific educational period, and achievement tests are important measurement tools on which they depend in measuring learners' abilities, evaluating them, identifying levels of achievement and following up on progress on the one hand. In order to verify the effect of using the five yams on the achievement of the third grade intermediate students, the researcher prepared an achievement test to measure the dependent variable (achievement).
Formulation of paragraphs achievement test
The researcher prepared the items of the achievement test of the multiple choice type. It measures the first four levels of Bloom's classification (knowledge, understanding, application, and anal E5,sis) and consists of (20) items.
Exploratory application for testing
For the purpose of determining the clarity of the test items, analyzing them statistically, and for knowing the length of time the exam takes, an exploratory sample consisting of (60) students for the 2016-2017 academic year was applied.
Indicators of test validity and reliability
The truth is that the test measures what it is designed to measure (by Mahdawi and Al-Dulaimi, 2005, p.117)
That is, it actually measures the ability, attribute, attitude, aptitude, which was designed to measure it and does not measure anything else in place of it or in addition to it.
Consistency: It is that the test gives the same results if it is given to the same individuals under the same circumstances. It is the accuracy of the test in measurement or observation and its non-contradiction with itself and its consistency.
Application of the experiment: - One week before the completion of the experiment, which lasted from 10/7/2016 until 2/1/2017. The researcher told the students that there is a test that will be conducted for them in the subjects she studied, and the researcher applied the achievement test on the two research groups of (60) students after explaining to them how to answer the test items, and the researcher corrected the students 'answers according to the form prepared for this purpose.
Statistical means:
- Arithmetic mean
- standard deviation
A t-test of two independent samples
- spss bag
6. Determine the relative weight of each level of goals:
The importance and the relative weight of each level of goals were determined after judging them, as shown in the following table:

Table No. (3). The importance of the goals

total	analyzing	Implementation	Understanding	memory	Target level
27	6	5	9	10	Number of goals
%100	%22	%18	%33	%37	Relative weight

7. Determine the importance and relative weight of the topics of the operations unit on decimal fractions:
The importance and relative weight of the unit topics was determined by the number of classes for each topic.
8. Preparing a table of achievement test specifications:
After completing the content anal E5,sis, determining the procedural goals, determining the importance and relative weight of the unit topics, the researcher prepared a table of achievement test specifications, which consists of two dimensions, one of which represents the unit topics and the second dimension represents the number of questions in each topic according to the levels of objectives, and the researcher determined the number of test vocabulary to 20 items.
9. Formulation of achievement test questions:
After completing the preparation of the specification table, the researcher formulated the initial achievement test questions based on the previously defined procedural objectives, and the researcher focused on formulating the

questions on their diversity and their containment on the specified levels, as the questions were formulated in an objective form of the multiple-choice type, which amounted to 20 questions.

10. Test validation:

The researcher presented the initial image of the test to a group of arbitrators specialized in curricula and methods of teaching history, in order to ensure the clarity of the questions, the suitability of the test to the content, the safety of the test from linguistic and scientific errors, and the ability of the test vocabulary to measure what it was designed to measure.

Based on the opinions of the arbitrators, the required amendments were made, including reformulating some questions to suit the specific objectives, and preliminary instructions were drawn up on how to answer the questions, and thus the vocabulary of the achievement test consisted of 20 questions as follows:

Memory level: Questions (1, 3, 7, 10, 14, 16).

Comprehension level: Questions (2, 4, 8, 11,17, 18).

Application level: Questions (5, 6, 12, 19).

AnalE5,sis level: Questions (9, 13, 15, 20).

Then the researcher developed an answer form for the achievement test in its final form, upon which the test was corrected, by placing a score for each correct answer.

11. Exploratory application of the test:

The researcher applied the test on an exploratory sample of the third grade student consisting of 50 students, and the application on the pilot sample reached the following:

1. Clarity of test instructions and vocabulary.
2. Determine the time required to answer the test questions using the arithmetic average and it was approximately 40 minutes.
3. The ease and difficulty coefficient of the test vocabulary ranges between (0.29 -0.73), which is appropriate and statistically acceptable, as indicated by Al-Ani and Al-Kahlout (2006, p. 59).
4. The coefficient of discrimination for the test items ranges between (0.42 - 0.71), which are good values as indicated by Al-Dossary (2001AD, p. 22).
5. Stability of the test: The stability of the test was verified by the half-segmentation method, and the value of the reliability coefficient was (0.801), which is a high value that allows the achievement test to be used as a tool to measure the achievement of third-grade students.

B) The Exploratory Experience of the Test:

The test was applied to an exploratory sample of 50 students from

Female students of the third intermediate grade, and it became clear through the survey application that:

1. Clarity of test instructions and vocabulary.
2. Determine the test time using the arithmetic average of approximately 45 minutes.

T a = 2 t / (1 + r), where t is the correlation coefficient between the scores of the pupils in the two applications.

The test reliability coefficient = 0.90, which means that the test has a high degree of reliability.

Presentation and discussion of results

The researcher compared the scores of the experimental group and the control group in the achievement test of the modern and contemporary history of the Arab world for the third intermediate grade, and extracted the arithmetic mean of the experimental group which amounted to (27.76) and the standard deviation (5.16) while the arithmetic mean of the control group was (22.93) and the standard deviation (5.16) And when using the T-test for two independent samples of the experimental and control group to find the significance of the statistical differences, at the level of (0.05), as the calculated T value (3.667) was greater than the tabular T value (2.01), and with a degree of freedom (58) as there is a difference between the experimental and control groups And for the benefit of the experimental group. Table No. (3)

It shows the results of the T-test for two independent samples between the experimental group and the control

Statistical significance	value		Degree of free	standard deviation	SMA	sample	the group
	table	calculate					
Sign statistically At a level	2.01	3.667	58	5.04	27.76	30	Experimental
				5.16	22.93	30	Control

(0.05)							

The researcher interprets these results as follows:

1. The Five Y's (5E's) strategy helped the students to remember information more in the light of their characteristics and abilities to remember by activating the mental abilities of the students and recalling the previously learned information and concepts and linking them to the cognitive structure of each student through the proposed activities and paying attention to their participation and effectiveness in it. Five-year constructive learning provided students with the opportunity to move between its five stages actively and continuously through the participation of learners with each other in various cooperative activities aimed at developing the ability to constructive learning, which made students remember better than the usual method.
2. The Five Y's strategies are considered one of the most important modern strategies in teaching that led to the students 'interaction with the lessons and increased their desire and activity in learning and increasing their academic achievement.
3. The five-yos strategies have made the students a center of the educational process and have a positive role by using thinking skills in learning information, and working to enhance his experiences and develop his cognitive abilities which led to the development of his skills.
4. The five-yaa strategy that was followed in teaching contemporary and modern history in the Arab world increases students 'desire for history and proficiency in it, and enhances students' self-confidence and ability to find facts and information contained in the subject of the lesson.

Conclusions

In light of the findings of the current research, the following can be concluded:

Teaching according to the five-yaa strategy helps students to develop interaction between them and the teacher and students

- The effect of using the Five Yats strategy in raising the level of achievement of third-grade intermediate students in the subject of modern and contemporary history of the Arab world compared to the usual method for historical facts and information.

It made the students more active and lively throughout the lesson.

- It requires the teacher according to this strategy time, effort and skill in the lesson.

Recommendations:

Through the findings of this study, the researcher has reached

3. Conducting training courses for history teachers in the methods that depend on the strategy of the Five Y in teaching history, including the strategy of The Five Y, and how to apply them in the classroom.
4. Adding the Five Y's (5 E's) strategy from among the teaching strategies that are presented in the history teaching methods courses in the Faculties of Education and training student teachers to use them.
5. Providing those in charge of educational and academic supervision of history with the importance of the Y-Five strategy in teaching history and the need to direct history teachers towards its use.

The proposals

In light of the results of this study and linking them to previous studies, the researcher suggests the following:

1 - Conducting studies in the teaching of history on the development of thinking, critical thinking, creativity and attitude - towards history.

2- Conducting another study in dependent variables other than achievement (development, critical thinking / acquisition - historical understanding. Historical skills)

3- Conducting studies similar to this study on other materials to identify the effect of the Five E's (5E's) strategy on academic achievement therein.

4- Conducting a study similar to the current study with another gender variant.

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