

The effectiveness of the ice cream sticks strategy in the acquisition of psychological and philosophical concepts among female fifth-grade literary students in the subject of philosophy and psychology

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Abstract: This research aimed to identify the effectiveness of using (ice cream stick) strategy on concept acquisition in philosophy and psychology for fifth grade literary students and the using of experimental curriculum experimental design with partial adjustment (which contain two group experimental and post-test control) and the experiment was applied on random sample consisting of (80) sample from fourth grade literary students. The researcher conducts a parity process between two groups depended on the age of students in months and the general concept acquisition for all subjects at the first and second course in philosophy and psychology. This experiment was include (40) student in the experimental and (40) students in control group and all research standards were selected which includes selecting a study subject and behavioral purposes and daily teaching plans and select an achievement test which include (48) questions in the form of multiple choice question which contain four answers. Face validity and content validity for this test have been found and coefficient of difficulty and discriminatory power and reliability factors and T-test for two separated sample was used to show the results. Which amplify that there is a statistical difference for the experimental group which has been studied with this strategy. This show the effectiveness of this strategy in improving the acquisition for the fifth-grade literary students in philosophy and psychology this study give some of recommendations and suggestions.

Keywords: Ice cream stick strategy, acquisition of psychological and philosophical concepts.

1. Introduction

Definition of research

Research problem :

That teachers of psychosocial subjects followed old (traditional) methods and methods of teaching led to a decrease in the level of learners' desire towards the process of learning and teaching, and thus this led to a decrease in the level of achievement of these students, especially in the field of learning, understanding and applying concepts (Al-Karkhi, 2016: 79). And that most faculty members tend to follow teaching methods and methods based on automatic memorization and indoctrination of information and concepts without interpretation, perception, understanding (comprehension) and application of them. (Al-Nassiri, 2017: 28-29) The reason for the weakness of preparatory school students, especially fifth-grade students in The acquisition of psychological, philosophical and social concepts may be due to the practice of teachers of psychological and social subjects, teaching methods and methods that depend on indoctrination and automatic memorization, and this may lead to forgetting what students have learned and the occurrence of boredom and boredom for them. (Al-Khalidi, 2019: 99) The diversification in the use of various teaching methods, methods and strategies In the lesson, it is not only a means to change and avoid boredom and increase the desire and motivation of learners towards the process of learning and teaching, but also gives sufficient, necessary and appropriate opportunities to increase the chances of success of this To process and achieve a good standard in the process of acquiring concepts. (Al-Sultani, 2019: 42)

It is noticeable that the teaching of psychosocial subjects in our preparatory schools is still a captive of traditional teaching methods that emphasize formal and theoretical aspects and on automatic memorization and repetition. (Ziyad, 2016: 97) The researcher has made you aware of this problem through the results of some studies and research, including. (Al-Asiri, 2018) and the study (Al-Anbari, 2019), which confirmed a weakness in the level of acquiring and learning social concepts, especially psychological and philosophical concepts among students of the fifth year of middle school, the literary branch in the subject of psychology and philosophy (Al-Asiri, 2018: 58) (Al-Anbari, 2009: 27) The results of the study showed

(Al-Zahir, 2017) The reason for the poor acquisition of concepts is the general teaching methods and methods and their failure to achieve educational outcomes, so it became imperative for us to pay attention to modern teaching strategies that help to learn and acquire concepts and facts. (Al-Zahir, 2017: 33) The researcher worked to define The problem of her research in an accurate, clear and objective scientific method, as she conducted some direct interviews with a number of teachers of psychology and philosophy in separate numerical schools, and after

inquiring from them about the methods and methods that they follow in teaching psychology and philosophy, most of the female teachers answered (95%) of them who They were interviewed and their opinions polled regarding the teaching methods used in teaching these subjects, which number (20) schools, that they follow traditional teaching methods and methods such as the recitation or lecture method, which focuses on memorization, rote memorization and indoctrination. (80) A female student in an Al-Zakiyyat preparatory school to learn their opinions regarding the methods of teaching used and how difficult it is to acquire and learn the concepts of psychology and philosophy if He indicated that (90%) of them confirm that the female teachers of this subject follow traditional, dry and boring methods and methods of teaching and that there is a difficulty in acquiring the concepts of this subject and confirmed that the concepts of the subjects of philosophy and psychology cannot be applied in new situations and based on the above, the researcher believes that The largest part of the problem lies with the teaching methods used in the subject of psychology and philosophy, which often have a clear negative impact on the students in their acquisition of psychological and philosophical concepts, and no one can deny that. I have female fifth-grade literary students in the subject of principles of philosophy and psychology?))

research importance:

One of the important educational goals that our curricula try to achieve is the acquisition of concepts as it makes the subject interesting, attractive, more accessible and easy to teach, absorb and apply in different life situations. (Al-Jamali, 2017: 52)

The process of learning and acquiring concepts is one of the general goals that all those interested in education seek to achieve through teaching in the various stages of education. (Al-Jubouri, 2001: 2)

Concepts are the basis of science and knowledge, as they are very useful in developing the education process and understanding its structure. Concepts are the basis for the formation of theories and generalizations and also be easier to remember and more durable than facts that are forgotten faster than concepts. (His speeches, 2011: 40) The importance of studying the concept and its acquisition is to narrow the gap between simple and advanced knowledge and helps the individual to employ information by using it in interpretation and understanding and empowering the individual with facts and information that aid perception, discrimination and classification and help future generations to face the rapid development and explosion of knowledge and empower the individual On the acquisition of the concept in a scientific functional way. (Hyena, 2008: 89)

Learning the concepts makes the learning and teaching process meaningful and valuable to the learner. (Ali, 2018: 90) and it facilitates the process of building and planning the curriculum, both horizontally and vertically, as the concepts fall within the priorities of the educators, as they are considered one of the necessary tools in the development of scientific thinking. Research and investigation must therefore be taken care of and developed among the learners (Al-Swailem, 2019: 77) and that the process of acquiring concepts works to stimulate and stimulate the cognitive growth of learners as it needs thinking to better access facts and knowledge (Al-Hajri, 2018: 107)

The curriculum is considered one of the most basic pillars of the educational teaching process, in light of the curriculum, the goals of society are achieved and work to modify the individual's behavior and develop his personality. (Al-Khuwailidi, 2019: 81) The subject of the principles of philosophy and psychology is concerned with the study of human relations and the relationship of the individual with his environment, attitudes and problems It has a reaction to that relationship and this course aims to provide students with knowledge, information and facts of many concepts, including the concept of philosophy in general and its types, the concept of doubt and certainty, the concept of beauty, the concept of psychology, the concept of personality, motives, emotions and intelligence (Messenger, 2019: 5) Just as the world is living in the era of the great scientific and technological revolution in all aspects of social, economic, scientific and political life, and this has led to the necessity of adapting all educational and educational institutions to the requirements of the current era, the era of the tremendous technological and information revolution, by searching for methods and strategies that keep pace with that development and from these strategies It is a strategy (ice cream sticks) that may contribute to increasing students' desire and tendencies towards the process of learning and teaching so that it becomes practical It is interesting and enjoyable for all students and suits their abilities and also works to attract attention towards the lesson in which the teaching is characterized by short time, effort and cost by conveying information and concepts easily to students. (Bartley, 2018: 64) The middle school students represent the cornerstone of building the homeland understanding the hope of the desired nation. They are the men of today and the makers of the future. (Al-Zahir, 2017: 21)

Based on the foregoing, the importance of research can be represented in the following matters: -

1- Theoretical Importance:

a. It is a new tributary to increasing knowledge in the field of educational and psychological sciences.
B. They contribute to the development and development of students' abilities, especially in the field of acquiring psychological and philosophical concepts.

2- Application importance:

a. The results of this study may be useful to the committees concerned with numbers of academic curricula, as well as programs for preparing and training the teaching staff during their employment service on the use of modern teaching methods and strategies and being familiar with them.

B. It contributes to the development of learners' performance and increases their academic achievement and makes the student the focus of the educational process and has an effective and positive role in the learning and teaching process and increases the level of desire and motivation towards this process among these students.

Research goal:

The current research aims to know the effectiveness of the ice cream sticks strategy in acquiring psychological and philosophical concepts among female fifth-grade literary students in the subject of principles of philosophy and psychology by verifying the following null hypothesis ((There is no statistically significant difference at the level of (0.05) between the average grades of the group students Experimental students who studied the subject of the principles of philosophy and psychology according to the ice cream sticks strategy and the average grades of the control group students who studied the same subject according to the traditional method of examining the acquisition of psychological and philosophical concepts.

Search Limits: This search is limited to

1- Human Borders: Female students of the fifth literary class in preparatory schools for girls located in the city of Kut, Damuk sector, and the martyrs.

2. Time limits: the first and second semesters of the academic year (2018-2019)

3. Cognitive boundaries: The content of the book *The Principles of Philosophy and Psychology* includes two parts: the first part, which is Philosophy, and includes two chapters, and the second part, which is Psychology, and it also includes two chapters.

Defining terms:

First / Effectiveness

Known by:

1. (Shehata and Zainab, 2003) that "the extent of the effect that an experimental treatment can have as an independent variable on the events of the dependent variables, as the effect of one or some independent factors on one or some of the dependent factors is determined statistically or the statistical significance is calculated." (Shehata and Zainab, 2003: 230)

2.) Al-Nabhan, 2008) as "work that has a positive effect on good performance or production." (Al-Nabhan, 2008: 37)

- The theoretical definition: The researcher adopted a definition (Shehata and Zainab, 2003) as it is consistent with the research objectives and procedures.

- Procedural definition: is the extent of the impact of teaching with the ice cream sticks strategy in acquiring psychological and philosophical concepts among fifth-grade literary students of the subject of principles of philosophy and psychology.

Second / the ice cream stick strategy

1. Bartley (2018) defined it as a set of specific teaching procedures with specific three steps practiced by the teacher in the educational situation and based on defining the concept, analyzing it, learning it and measuring its acquisition and aiming to provide an interesting and attractive educational environment. (Bartley, 2018: 82)

Theoretical definition: The researcher adopted a definition (Bartley, 2018) as it is consistent with the research objective and its procedures.

Procedural definition: They are three specific, specific, consecutive and sequential steps that the teacher uses in the presentation of the lesson and works on planning, preparing and implementing them in a sound and accurate manner with the active participation of students for the purpose of defining the concept, understanding it, analyzing and evaluating it, which will be applied to the (sample) of fifth-grade literary students.

Third: concept acquisition

Known by:

1. (Qatami, 2000): that "the formulation of knowledge by means of internal mental processes such as organizing experience or reorganizing it according to a knowledge structure that the learner perceives and the process of coding it and giving it a distinct formula that makes it ready for storage. The learner is usually in any situation he faces in order to understand, understand and apply it. " (Qatami, 2000: 392)

2. (Boutros, 2011): that “a process that includes any activity that leads to the classification of incidents or triggers that are partially disparate into one category or to classify these incidents in a consistent and consistent manner.

Theoretical definition: The researcher adopted a definition (Boutros, 2011) as it is consistent with the research objective and its procedures

Procedural definition: It is the ability of the students of the research sample to define, understand, analyze and evaluate the concepts contained in the content of the book on principles of philosophy and psychology for the fifth literary class, measured by the grades obtained by the students after their responses to the psychological and philosophical concepts test prepared by the researcher for this purpose, which is applied at the end of the research experiment.

Fourth / Fifth-grade literary students: - The researcher defines them procedurally as those students who are continuing in the morning studies in the fifth grade of literature and whose ages range between (17-18) years.

Fifth / Subject: Principles of Philosophy and Psychology: The researcher defines it procedurally that it is a two-part subject, so the first part represents the subject of the principles of philosophy, which includes two chapters, and each chapter consists of three investigations, and this course starts from page (5) to page (67) in the subject The psychology prescribed for the fifth literary class, while the second part represents the subject of psychology, which includes two chapters and each chapter has three investigations. This course starts from page (77) to page (124) and this course aims to provide students with psychological and philosophical concepts and increase their scientific knowledge.

2. A theoretical background and previous studies

First / background theory

A-Ice-cream stick strategy) The scientist Bartley (2018) created this strategy and it is a teaching procedure that consists of three steps, as follows:

- 1- Writing the names of students on ice cream sticks.
- 2- Putting the sticks in a box to be visible by all students.
- 3- During the course of the lesson, the teacher randomly draws ice cream from the box, and the student concerned with the matter, whose name is mentioned on that oud, is obliged to complete the task required of it or answer the question posed to him.

□ The importance of the ice cream sticks strategy. This strategy is based on the elements of excitement, fun, attracting attention, motivating students and keeping their focus and attention at the highest levels. It is also an appropriate, fruitful and effective strategy for all learners in all different school levels. It is an appropriate strategy for classroom questions that contribute to improving the learning process and classroom education to the satisfaction of The student and the teacher and achieve the best means of direct class interaction between students and the teacher in the classroom. (Bartley, 2018: 83-84)

Conditions for acquiring concepts

The conditions that must be met in psychological and philosophical concepts are the following: -

1. That it be a term or a symbol with a verbal meaning, that is, it can be defined.
2. To be an abstraction of the common characteristics of a group of facts or situations that are not quite similar.
3. To be comprehensive in its application, so it does not refer to a specific position, but rather to all situations to be included in a group.

4. To be clear, accurate, and can be observed and measured with all objectivity. (Rams, 2018: 60)

• Components of psychological (psychological) and philosophical concepts

Psychological and philosophical concepts consist of a set of elements that distinguish them from others, which are as follows: -

1. The name of the concept, symbol or term and indicates what the concept belongs to and what it denotes.
2. The meaning of the concept, which is the definition (defining the meaning of a name, symbol, or term).
3. Examples belonging to the concept (positive) and examples not belonging to it (negative): for each concept there are examples applied to it. The concept is called positive examples or its examples, and its examples that do not apply to it are called non-examples or negative examples.

4. The distinctive characteristics that the divine refers to all the members of the concept category and are known as distinct or critical characteristics or features. There are variable or secondary characteristics, which are the characteristics in which the members of the same concept group differ. (Ziad, 2016: 95)

□ Characteristics and characteristics of psychological and philosophical concepts

Concepts differ according to their different characteristics represented in the following matters:

- 1- Its ability to learn: psychological and philosophical concepts differ in terms of their ability to learn, some of them can be easily and easily learned as concepts (motivation, learning, motivation, philosophical need, beauty, philosophical thinking), while others are difficult to learn as concepts (the motive of self-affirmation and realization and the motivation of self-confidence).

2- Usability The psychological and philosophical concepts differ in terms of their usability, so they are a basic tool for carrying out other operations, such as using the concept of the learning and teaching process, the relationship between them, the process of philosophy and science, and the relationship between them.

And the relationship of the education process with social institutions, and without it, no interactive social processes can take place between members of the corresponding community. There are concepts that are less used compared to previous concepts. The use of concepts, sexual instincts, the concept of philosophizing, and the concept of uncertainty and certainty.

3- Clarity The psychological and philosophical concepts differ in terms of their degree of clarity. The degree of clarity of the psychological and philosophical concept is determined by people agreeing on it. The concept of psychology and its relationship to philosophy is clearer than the concept of intelligence and the concept of intelligence is clearer than the concept of spirit.

4- Generality The psychological and philosophical concepts are graded in terms of their general or specificity, so the concept becomes a factor if a group of sub-concepts such as the concept of personality styles under the concept or term of personality and the concept of learning styles under the concept or term of learning are included.

5- The strength of the concept The strength of the concept means its ability to help acquire new concepts that are easy to use

For example: the use of learning concepts is necessary to acquire the concepts of education or teaching because the relationship between these two concepts is a strong, interdependent, complementary and reciprocal relationship. (Al-Ammar, 2018: 17)

Classification of psychological and philosophical concepts

There are many classifications developed by educators, some of which can be reviewed as follows:

Bartley's classification (2018), which includes the following:

a. Connecting concepts: relational concepts, from which the linking tool (and) is used to prove the relationship between two concepts, that is, there must be more than one characteristic within the concept, such as the concept of learning, motivation, the concept of personality, environment, inheritance, and the concept of doubt and certainty.

B. Seasonal concepts: - These are concepts in which the separation tool is used (or) that is, in which one characteristic is present among several characteristics or characteristics mentioned in the concept of personality determinants, environment, heredity, and sources of internal or external motivations.

C. Applied concepts: They are related to the applications of properties, processes and facts in real realistic situations such as each of the concept of learning, the concept of motivation, the concept of motivation, the concept of human needs, the concept of intelligence, the concept of beauty and the concept of philosophy.

Dr.. Elementary or elementary concepts (basic): - These concepts are derived and derived from our sensory-kinesthetic experiences with the outside world as theoretical concepts of psychology and philosophy.

H. Secondary concepts: - These concepts are derived from elementary primary concepts in the way of linking relationships with other concepts and creating a new concept such as the concept of philosophy and its relationship with psychology and its relationship to aesthetics, economics and anthropology, the concept of psychology and its relationship to other sciences such as mental health, educational counseling and educational psychology And developmental psychology and personality psychology.

F. Tangible and tangible concepts: These are the concepts that can be represented by a model in the external world (tangible material), such as the concept of basic biological needs such as the need for food, drink, sleep, sex, the concept of beauty, the concept of doubt and certainty, and the concept of naive and professional philosophy. (Bartley, 2018: 72-73)

Learn psychological and philosophical concepts and their processes

A person faces many stimuli or stimuli in his daily life and cannot provide a response to every stimulus he faces. If a person responds to every stimulus he faces, he does not need work and tired thinking. The good fortune of a person is his ability to respond to a group of stimuli as one type and give them an abstract quality Call it something that helps learn the concept. (Al-Sulaiti, 2018: 41) The opinions of scholars of education, psychology and philosophy differed in clarifying the nature of learning psychological and philosophical concepts, and that this discrepancy may be due to the difference in the nature of psychological and philosophical concepts themselves. It is noticed that learning psychological and philosophical concepts is one of the essential (basic) areas that the education men care about, and it is a link between the properties of a thing and the mental image of it in the minds of students so that the meaning is perceived and the concept is reached (Al-Fadhli, 2018: 52)

Curriculum specialists are interested in teaching methods by which concepts can be learned, while we find specialists in psychological (psychological) and philosophical studies are interested in studying the best conditions in which concepts can be learned in an easy, smooth and economical way in time, effort and cost (Al Shamsi, 2017: 53)

The process of learning using psychological and philosophical concepts is an essential part of our thinking processes, especially learning that focuses on attention and on the relationships between facts and concepts within a conceptual framework that makes it more effective (Bark, 2019: 31). As follows:

1. Examining students' previous knowledge of the psychological and philosophical concepts that are intended to be learned
2. Providing suitable examples of the social concepts that he sees students learning
3. A post-test of the extent to which the concepts learned or acquired by the students were learned (Daml, 2019: 391)

It can be said that the process of acquiring psychological and philosophical concepts is one of the main goals that educators in the field of education seek to achieve through different educational situations and for all stages. (Al-Jamali, 2017: 18) and that the interest in acquiring and learning them came in line and in harmony with the nature of this era represented in the explosion of knowledge. And the age of the Internet and globalization in which it is difficult to get acquainted with the individual with the enormous amount of information. Scientific education has emphasized since ancient times the need to learn it, and students' acquisition of it has become a major goal that it seeks to achieve. (Al-Swailem, 2019: 29)

Therefore, the process of acquiring and teaching psychological and philosophical concepts takes place by helping the learner to deal with things and situations on the basis of common characteristics between them, to realize their special characteristics, to arrive at the phrase that defines the psychological (psychological) and philosophical concept, and to develop new meanings in similar situations, and the acquisition of concepts requires three processes:

1. Discrimination: It is meant the ability of the student or the learner to distinguish between similar elements. Positive examples of the psychological and philosophical concept and the various elements. Negative examples of the psychological and philosophical concept. This is usually at the psychological, mental and social level.

2- Classification or organization: - It means the ability of the student or the learner to organize, classify and arrange information by noticing similarities and finding common relationships or common characteristics between individuals or different situations and then making them meaningful to him.

3. Generalization: It means the ability of the student or the learner to reach a general principle, general rule, or general law that has the characteristic of comprehensiveness or generalization, and the learner can generalize the psychological and philosophical concept to other examples that apply to that psychological and philosophical concept. (Al-Zahir, 2017: 353)

□ Factors affecting the learning and acquisition of psychological and philosophical concepts

There are several factors that affect the learning and acquisition of psychological and philosophical concepts, namely: -

1- The nature of the psychological and philosophical concept: - The psychological and philosophical concepts differ in their ease and difficulty, which affects their learning and acquisition, so if the concepts are tangible and their examples a lot, then they help students learn them easily and easily. (Ali, 2018: 69)

2- Examples belonging to the psychological and philosophical concept and examples not belonging to it: - That the learner's ability to distinguish between examples belonging to the psychological and philosophical concept, that is, positive evidence and examples not belonging to them, i.e. (negative evidence) is a strong evidence of his learning and acquisition of the concept, as both types contribute to learning The psychological and philosophical concept and its acquisition. (Al-Zahir, 2017: 36)

3. Previous experiences: - The learning of psychological and philosophical concepts increases with the increase in the experiences of the learners, which depends on the selection of examples related to psychological and philosophical concepts in proportion to their mental level, so they should not be high in abstraction or low in the level of their abstraction, so their learning becomes boring from the subject matter, which affects the psychological state For the learner, especially if that concept contradicts the feelings and emotions of the learner, learning it becomes more difficult (Al Qasimi, 2016: 77)

4- Qualities of psychological and philosophical concepts and their characteristics: - Every psychological and philosophical concept is characterized by a number of characteristics and characteristics that distinguish it from other concepts. It increases the learner's ability to discover one or more of them easily and easily, so it is worth the teacher to repeat and explain some concepts or ideas in terms and expressions in order for the learners to know the largest possible number of clues indicating the concept. (Al-Namrawi, 2017: 44)

5- Teaching aids: - Among the factors that affect learning psychological and philosophical concepts are the educational aids that are of the utmost importance at all levels of education and because we find many concepts difficult for students to understand and absorb, and the teacher is unable to clarify and make them meaningful and these concepts are either complex in composition. Or on a high degree of abstraction, so the use of appropriate

educational aids helps in introducing the concept in the field of the learner's sense due to the difficulty and understanding of abstracts on his part. (Al-Zahir, 2017: 37)

6- Individual differences (discrepancies) between students: - Students differ in their level of understanding of concepts according to their mental levels of mind, so the teacher must take into account their mental levels and diversify between examples and examples, and use appropriate educational aids to make high-abstraction concepts clear and meaningful in their minds. (Sahlani, 2018: 33)

□ Strategies and methods of teaching psychological concepts

The teaching method is of great importance in conveying the material and information contained in the textbook to the minds of the learners. The teacher's use of various teaching methods is one of the factors that help in learning psychological and philosophical concepts. (Al-Amili, 2018: 101) Educators and teachers differ among themselves in the use of teaching methods and methods, just as the teacher differs with himself in the methods he uses in teaching two different subjects, and he may use more than one method in presenting a particular topic. (Al-Qasim, 2018: 99) Strategies and methods of teaching psychological and philosophical concepts differ according to the type of concept. There are deductive methods and there are inductive methods. (Al-Khuwailidi, 2019: 57)

And extrapolation and deduction from the types of inference. Inference is the deduction of an issue from a topic or from several issues or topics. The original issue or issues are called introductions, while the issue, topic, or new or inferred idea is called the result. (Al-Hajri, 2018: 81)

Second, previous studies

1- Al-Qahtani's study (2017) tagged "Following the Thelin Model in the Acquisition of Historical Concepts among Fifth-Grade Secondary Students in the Course of Arab-Islamic History."

This study was conducted in the Kingdom of Saudi Arabia and aimed to find out the effect of the Thelin model on the acquisition of historical concepts among fifth-grade secondary students. This study was applied on a random sample of (92) students. The historical concepts acquisition test consisting of (40) objective items was used. Four alternatives to the answer (A, B, C, and D) and found for him psychometric properties such as honesty, reliability, discrimination, and effectiveness of the wrong alternatives. The research sample was divided into two groups, as the experimental group included (46) students and the control group included (46) students, and the T test (T) was used for two samples. They were independent in analyzing the research results, which indicated the superiority of the experimental group that studied with the Thelin model in acquiring the concepts over the control group that studied in the usual way (Al-Qahtani, 2017: 11).

2- Al-Asiri's study (2018) tagged "Following the Ideal Model in the Development of Scientific Thinking and Decision-Making among Fifth-Year Secondary Students in Psychology."

This study was conducted in the Kingdom of Saudi Arabia and aimed to know the effect of the Ideal model in the development of scientific thinking and decision-making among students of the fifth grade of secondary school in the subject of psychology. It was applied on a random sample of (60) students. This sample was divided into an experimental group consisting of (30) A female student in where the control group consisted of (30) female students, and the researcher conducted a process of parity between these two groups in the variable of age, the level of intelligence, and the economic and educational level of the parents. Objective paragraph The equation of the T-test (T) for two independent samples (separate) was used in the analysis of the results of this study, which indicated the existence of statistically significant differences in favor of the experimental group that was studied using the Ideal model in the scale of scientific thinking and the scale of decision-making (Al-Asiri, 2018: 13)

3- The study of Al-Anbari (2019) tagged "after the strategy of Trajist in the acquisition of philosophical concepts among students of the fifth year of middle school in the subject of philosophy."

This study was conducted in the State of Kuwait and aimed to find out the effect of the Trajist strategy in the acquisition of philosophical concepts among students of the fifth year of middle school in the subject of philosophy. It was applied to a random sample of (40) students. This sample was divided into an experimental group that included (20) students and a control group. It consisted of (20) students, and for these two groups a process of parity in the variables of age and academic achievement of the subject of philosophy, the variable of intelligence and academic achievement (scientific qualification) for the parents and the economic level were conducted for these two groups. The philosophical concepts test was used, which consisted of (30) objective with four alternatives to the answer and truth and consistency were found. The results of this study were analyzed using the T-test equation (T) for two independent samples, which indicated the superiority of the female students of the experimental group who studied with the tragist extract over the control group students who studied in the usual (traditional) method in acquiring philosophical concepts (Al-Anbari, 2019: 9)

Balancing previous studies

1- The aim of the research: that the three previous studies mentioned by the researcher in this chapter had different and varied goals, depending on the problem. As for the current study, it aimed to find out the effect of the ice cream sticks strategy in acquiring psychological and philosophical concepts among fifth-grade literary students in the subject of principles of philosophy and psychology. .

2. Research methodology: The three previous studies discussed by the researcher in this chapter used the experimental method of partial control and the same case for the sample of the researcher in this study.

3. Sample size: The sample sizes varied in the three studies mentioned in this chapter, as it was the largest sample size in the Al-Qahtani study (2017), which was (92) students, while the lowest sample size was in the Al-Anbari study 2019, which is (40) students. As for the current study The research sample consisted of (80) female students of the fifth literary class.

4. Research tool: The research tools used in these studies varied, as the Al-Qahtani study (2017) and the Al-Anbari study (2019) used the conceptual acquisition test, while the Al-Anbari study (2018) used the scientific thinking scale and the decision-making scale. As for the current study, the psychological concepts acquisition test was used. And the philosophical, which consisted of (48) objective paragraphs, in which each paragraph put four alternatives to the answer and found for it psychometric properties such as honesty, consistency, distinction, and the effectiveness of the wrong alternatives.

5- Statistical methods: The statistical methods used in analyzing the results were similar, as the T-test equation (T) was used for two independent samples, and the same is the case in the current study.

7. Research results: Upon the researcher's acquaintance with the previous studies, she reached the superiority of the experimental group over the control group in these three studies that the researcher mentioned in this chapter. As for the results of the current study, they will be reviewed in the fourth chapter.

Beneficial aspects of previous studies

1. Defining and elaborating the dimensions and areas of the current research problem.
2. Make use of the research procedures, especially the experimental design and the statistical methods used in analyzing the results.
3. Access to the Arab and foreign sources that informed the researcher in conducting her study.

3. Research methodology and procedures

First / Research Methodology:

The researcher used the experimental method, as the experimental design of the research includes two groups, namely the experimental group, which studies the first part of the subject of philosophy and includes two chapters and each chapter has three investigations and the second part is like a subject of psychology and includes two chapters and each chapter has three investigations using the strategy of ice cream sticks and the control group which studies the subject The same as it is in the textbook decided in the usual traditional method (the method of casting) and thus the experimental design type is the same partial control in two groups (the experimental group and the control group) with the post-test and the scheme (1) illustrate that.

Dependent variable	Independent variable	The groups equivalent	the group
Acquiring psychological and philosophical concepts	Teaching according to the ice cream sticks strategy	-1Chronological age calculated in months. -2Average grades for the first course of the subject of Philosophy and Psychology. .3Intelligence.	Experimental
			Control

Diagram (1) illustrates the experimental design of the research

Second: The research community: The research community means all the individuals who represent the data appearing within the reach of the research and who constitute the research problem that the researcher seeks to generalize its findings on (Abbas and others, 2009: 217) The current research community is defined by the fifth-grade literary students in schools. The preparatory school in the city of Al-Kut, Zahra and Damuk sector, for the academic year (2018-2019), which consists of (920) students in the fifth grade of literacy, which are divided into (12) middle schools.

Third: The research sample: The researcher intentionally chose the research sample represented by fifth-grade literary students in the Zakayat Prep for Girls located in the Damuk neighborhood within the Zahraa and Damuk

sector for several reasons, including the full readiness by the school administration to cooperate with the researcher and the geographical location if the school is located near the residence. The researcher said that the female students' environment is culturally, socially and economically close. The researcher randomly selected the fifth grade literary students in this school, whose number is (80) students. The number of female students is (40) to represent the control group, and the percentage of the research sample to the research community is (9%). Table (1) illustrates that.

Table (1)
Explains the nature of the research sample

Variable type	No. of student	class	the group
The Independent / Ice Cream Sticks Strategy	40	A	Experimental
The dependent / traditional method	40	B	Control

Fourth: Equality of the two research groups: that random distribution would achieve parity between groups, but the researcher decided to ensure that parity was achieved, as she was keen, before starting the experiment, to statistically perform equivalence on the two research groups in a number of variables that she believes affect the safety of the experiment and these variables she

1- Chronological age calculated in months

The researcher obtained the information and data from the school administration record and the year of birth was recorded for each student and the ages up to 9/1/2018 were calculated in months, by extracting the arithmetic mean and standard deviation of the two research groups and by adopting the T-test for two independent samples, the results showed that there is no difference with a statistically significant As the calculated T value (0.890) was less than the tabular value of (2.99) at the level of significance (0.05) and with a degree of freedom (78) and this indicates their equivalence in the age variable, and Table (2) shows that

Table (2)

It shows the arithmetic mean, standard deviation, and the calculated and tabular T-value of the age variable For the research group (experimental and control)

Indication type at (0.05) level	T value		Degree of free	standard deviation	SMA	No. of student	the group Experimental
	tabular	calculated					
Not a sign There are no statistically significant differences	2,99	0,890	78	7,662	216,80	40	Control
				7,568	216,67	40	the group

2- The first course degrees in the subject of principles of philosophy and psychology

The researcher obtained the grades of the students of the two research groups (experimental control) from the records of the school administration for the academic year (2018-2019) and by extracting the arithmetic mean and standard deviation for each group.

(Experimental control) The researcher also adopted the t-test for two independent samples. The extent of the difference between the mean of the two research groups was determined from the calculation of the calculated T value, which amounted to (0.946), which is less than the tabular value, which amounted to (2,99) at the level of significance. (0.05) and with a degree of freedom (78) This indicates the equivalence of the two groups in this variable, and Table (3) shows that

Table (3)

It shows the arithmetic mean, standard deviation, and the calculated and tabular T-value of the variable of the first semester scores for the two research groups (experimental and control)

T value						the group
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Indication type at (0.05) level	tabular	calculated	Degree of free	standard deviation	SMA	No. of student	Experimental
Not a sign There are no statistically significant differences	2,99	0,890	78	5,68	36,14	40	Control
				4,98	35,96	40	the group

3- Intelligence:

Intelligence is one of the most common concepts in psychology, which is the general total of learners' abilities to acquire knowledge, skills and learning, as well as their ability to solve problems. (Al-Alousi, 2009: 25) The researcher applied the mental abilities test of (Otis - Lennon) to the two research groups (Experimental, controlled) as this test is characterized by validity and stability because it has proven valid when used in many studies in the Iraqi environment. This test focuses on the ease of inferring abstractly from the response of the individual to one of the test items that are represented by symbols, shapes and drawings, and this test consists of (50 A paragraph and in front of each paragraph there are five alternatives (a-b-c-d-e), and the researcher applied it to the research sample before starting to apply the experiment on (9/15/2018) after the students explained how to answer the test items, and from Then she personally supervised the process of the examination process, and after the test was completed, which took (40) minutes, the researcher corrected the students' answers by relying on the correction key for the test by giving her one score for each correct alternative and a zero score for the wrong substitute, as the researcher calculated the degree of each student and Bakh The arithmetic mean and the standard deviation were requested, and by adopting the t-test for two independent samples, the extent of the difference between the mean of the two research groups was identified from the calculation of the calculated T value, which amounted to (1,819), which is less than the tabular which amounted to (2.99). Therefore, the results showed that there is no A statistically significant difference at a level of significance (0.05) and a degree of freedom (78). This indicates the parity of the two research groups in the variable of intelligence, and Table (4) shows that.

Table (4)

Demonstrates the equivalence of the two research groups in the variable of intelligence

Indication type at (0.05) level	T value		Degree of free	standard deviation	SMA	No. of student	the group Experimental
	tabular	calculated					
Not a sign There are no statistically significant differences	2,99	1,819	78	6,44	27,370	40	Control
				5,98	25,960	40	the group

Fifth: Controlling the extraneous variables (internal safety), that the dependent variable may be affected by many factors other than the independent variable, so these factors must be controlled and the opportunity for the independent variable alone to influence the dependent variable (Obeidat and others, 1998: 282)

As the researcher controlled the extraneous variables in the experiment, including the variable of the lessons, the time period of the experiment, the confidentiality of the experiment and the study material, and the school that taught the two groups (experimental and control) by itself to ensure the safety of the experiment from the influence of the students by the different teachers of this subject and the experiment continued for the first and second semesters, and the researcher did not notice any A case of interruption, leaving, transferring, or dropping out of any of the students of both groups during the course of the experiment.

Sixth: Requirements for conducting the experiment:

a. Determining the scientific subject, its behavioral objectives and its teaching plans, as the researcher identified the subject of philosophy that represents the first part that is taught in the first semester and includes three chapters and the subject of psychology that represents the second part, which includes three chapters and which is taught in the second semester (the second intercourse and the researcher has determined the teaching plans The daily prepared by the researcher, the number of (48) teaching plans, by (4) plans for the experimental group and the

same for the control group. Thus, the number of lessons is (48) lessons or lessons, with (4) lessons for the experimental group and the same for the control group, and the behavioral goals of (4) were formulated. 48) behavioral objectives that can be measured and observed. These goals included levels (knowledge, understanding, analysis, evaluation) of the cognitive domain in light of Bloom's classification. These behavioral objectives were presented to a group of arbitrators, having obtained the approval of (80%) and more than the opinions of these referees, and it was returned. Considering the formulation of some of these behavioral objectives that represent the psychological and philosophical concepts of philosophy and psychology, and Table (5) illustrates that

Table (5)

It clarifies the behavioral goals of the cognitive domain and their levels according to the educational content

Behavioral purposes in the cognitive domain					Content
total	Evaluation	analyzing	Assimilation (understand)	Remember (know)	Part 1 / Philosophy course
10	3	3	3	1	Chapter 1
7	2	2	2	1	Chapter II
7	2	3	1	1	Chapter III
					Part Two / Psychology course
9	2	3	2	2	Chapter 1
8	3	3	1	1	Chapter II
7	2	3	1	1	Chapter III
48	14	17	10	7	total

B / Determining the test of acquiring psychological and philosophical concepts through the test map (specification table that includes (48) multiple-choice questions with four alternatives to answer, and the apparent validity and validity of the content was found by presenting it to a group of arbitrators who agreed on the safety and validity. All of these paragraphs were given one score for the correct answer and zero for the wrong answer, so the total score (48) which represents the highest score and the minimum is (zero) and thus the value of the theoretical hypothesis is (24) and the difficulty factor was calculated, which ranged between (0, 35) as the lowest difficulty coefficient and (0.51) as the highest difficulty factor and the discriminatory strength of each of these paragraphs was calculated, as these values range between (0,32 - 0.65). The researcher extracted the effectiveness of false alternatives for the items of the test of acquiring psychological and philosophical concepts. The results of applying the equation of the effectiveness of false alternatives to all paragraphs are negative, and this means that the wrong alternatives took their role in camouflaging students with weak levels, which indicates the effectiveness of the wrong alternatives to test the acquisition of psychological and philosophical concepts, and accordingly it was decided to keep the alternatives etc. Slow as it is without change and the values of the effectiveness of the false alternatives values ranged between (-0,10) as the lowest degree and (-0,85) as the highest degree

The reliability coefficient was extracted using the Richardson Keoder equation (20), which was applied to a random sample consisting of (20) students, and the reliability coefficient was (0.92), which is a good reliability coefficient as the test that is characterized by stability if the value of its stability is (0.85) And more (Allam, 2010: 420) and the experiment was applied on 9/15/2018 until 1/5/2019, after which the achievement test was applied to the two research groups and the researcher did this application herself in order to maintain the integrity of the experiment.

Seventh: Statistical methods: The researcher used the Statistical Bag for Social Sciences (Spss), and among these methods are the following:

1- The Coder Richardson equation (20) to find the coefficient of stability.

٢. Equation of difficulty coefficient and discriminatory power to find the difficulty factor, discriminatory power, and effectiveness of false alternatives for the items of the test of acquiring psychological and philosophical concepts of philosophy and psychology for the fifth literary class

3. T-test (T. test.) For two independent samples (separate) in the presentation and discussion of the research results.

4. View and discuss results

First / Show results

For the purpose of verifying the null hypothesis which stated that (there is no statistically significant difference at the level of significance (0.05) between the average scores of the experimental group students who studied the

subject of the science of principles of philosophy and psychology according to the strategy of ice cream sticks and the average grades of the control group students who studied the same subject according to For the traditional method of acquiring psychological and philosophical concepts, the arithmetic mean and standard deviation of the experimental and control groups were calculated and the computed T-value and the tabular T-value were extracted as shown in Table (6)

Table (6)

The arithmetic mean, standard deviation, and T-value of the scores of the students of the two groups (experimental and control) in the acquisition of psychosocial concepts

Indication type at (0.05) level	T value		Degree of freedom	standard deviation	SMA	No. of student	the group Experimental
	tabular	calculated					
sign There are no statistically significant differences	2,99	4,180	78	7,89	42,600	40	Control
				4,960	22,820	40	the group

It is evident from Table (6) that the calculated T value of (4.18) is greater than the tabular T value (2.99) at the level of significance (0.05) and the degree of freedom (78) and thus rejects the null hypothesis which states that there is no statistically significant difference at the level of Significance (0.05) between the average scores of the students of the experimental group who studied the subject of the science of principles of philosophy and psychology according to the strategy of ice cream sticks and the average grades of the students of the control group who studied the same subject according to the traditional method of acquiring psychological and philosophical concepts and accept the alternative hypothesis that states the following (((There is a statistically significant difference at the level of significance (0.05) between the average scores of the students of the experimental group who studied the principles of philosophy and psychology according to the strategy of ice cream sticks and the average scores of the students of the control group who studied the same subject according to the traditional method of acquiring psychological and philosophical concepts and to indicate the size of the effect (range Effectiveness) of the independent variable (ice cream sticks strategy) in the dependent variable (acquisition of psychological and philosophical concepts) The researcher used the effect size equation (d) and Table (7) illustrates this.

Table (7)

The size of the effect of the independent variable in the dependent variable for the acquisition of concepts

The amount of impact size	Impact size	Dependent	Independent variable
Average	0.79	Acquire psychological and philosophical concepts	Ice cream sticks strategy

And by extracting the value (d), which reflects the size of the effect, amounting to (0.79), which is an appropriate value for changing the size of the effect, and by an average amount, according to the scale mentioned by Kiess)) and Table (8) illustrates that

Table (8)

The value of the size of the effect and the amount of the effect

Impact amount	Divide (d) the size of the effect
Small	0,40 – 0,20
Average	0,70 – 0,50
Large	above– 0,80

These results indicate that the ice cream sticks strategy has contributed to helping the students (the research sample) to acquire psychological and philosophical concepts in an effective and fruitful manner. It is better than the regular method of teaching and the role of the female students was positive, which makes the teaching process meaningful. (2018: 69) (Al-Anbari, 2019: 92)

This result is in agreement with the results of the three studies mentioned in the second semester, which are a study (Al-Qahtani, 2017), a study (Al-Asiri, 2018) and a study (Al-Anbari, 2019)

Second / Conclusions: In light of the research results, the researcher concluded that the strategy of ice cream sticks has an effective and clear effect on the acquisition of psychological and philosophical concepts among fifth-grade literary students in the subject of principles of philosophy and psychology.

Third / Recommendations: In light of the research results, the researcher recommends the following.

1- Emphasizing the necessity of introducing this strategy in the teaching of other psychological and social subjects in sociology and history, and urging female teachers to follow this strategy in teaching philosophy, psychology and sociology.

2. The necessity of establishing continuous training and rehabilitation courses for female teachers and teachers of sociology, psychology and philosophy on how to adopt and use this strategy in the teaching process.

Fourth / Proposals: In order to complete and develop the results of the research, the researcher proposes to conduct the following studies:

1. Conducting a similar study for the current study, other study stages, and other study materials.

2. Conducting studies that dealt with the effectiveness of the ice cream sticks strategy in other variables such as the development of scientific thinking, decision-making, motivation, trends towards the material, the development of scientific tendencies, the development of critical thinking, the development of inductive thinking.

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