THE EFFECT OF THE GROUP WORK STRATEGY ON ACQUIRING HISTORICAL CONCEPTS AND DEVELOPING CREATIVE THINKING SKILLS IN HISTORY FOR FOURTH YEAR MIDDLE SCHOOL STUDENTS

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A B S T R A C T	K E Y W O R D S
The research explores the impact of the group work strategy on the acquisition of historical concepts and the development of creative thinking skills for fourth-year middle school students in history. The research indicates the importance of developing creative thinking skills and understanding historical concepts among students in the middle school stage. The effect of using group work as a teaching strategy in stimulating students' creative thinking and enhancing their understanding of historical concepts is analyzed. The research is systematically studied using a field experiment that includes a group of students who learn history through a group work strategy compared to another group that follows traditional methods. The development of history concepts and creative thinking skills of students in both groups is assessed using approved assessment tools and scales. The results indicate that the use of group work leads to a significant improvement in the acquisition of historical concepts and the development of students' overall creative thinking skills compared to traditional methods of learning. The research also demonstrates some mechanisms through which the effectiveness of the group work strategy in improving students' learning experience in history can be enhanced.	Group work strategy, acquiring historical concepts, creative thinking skills, history, fourth grade middle school students.

Introduction

First: the research problem

This research study questions the effect of the group work strategy in enhancing the acquisition of historical concepts and developing creative thinking skills among fourth-grade middle school students. Researchers wonder whether this strategy contributes to improving students' understanding and comprehension of historical concepts, and to what extent it can play a role in developing their creative thinking abilities. The research focuses on analyzing the impact of collective action strategies through a theoretical framework taken from previous research and relies on a comprehensive methodology that

includes collecting data through questionnaires and targeted interviews. The research aims to provide useful insights for teachers and make educational decisions based on scientific foundations to enhance the learning experience of fourth year middle school students in history..

Hence, the research problem arises in the following question: What is it?The effect of the group work strategy on acquiring historical concepts and developing creative thinking skills in history for fourth year middle school students?

Second: The importance of research

This study highlights the importance of the group work strategy as an effective tool in improving students' learning and understanding of historical concepts in their classes. The research also reflects the importance of this strategy in developing their creative thinking skills, as it addresses the potential impact of students interacting with each other in the context of group work. The research focuses on the urgent need to develop educational methods that stimulate deep understanding and promote creative thinking in the field of history, thus contributing to shaping the future of critical citizens who benefit from an excellent historical learning experience.

Third: The goal of the research

The current research aims to identifyThe effect of the group work strategy on acquiring historical concepts and developing creative thinking skills in history for fourth year middle school students.

Fourth: Research hypothesis

There is no statistically significant difference at the level (0.05) between average scoresstudentsThe experimental groupThenHe studiesOneHistory subject using (strategyTeamwork)and average gradesstudentsThe control groupThenHe studiesOneThe material itself is presented in the usual way of acquiring historical conceptsDeveloping their creative thinking skills.

Fifth: Limits of research

Objectivity border :The effect of the group work strategy on acquiring historical concepts and developing creative thinking skills in history for fourth year middle school students.

Time limits: The current research was conducted and applied in the academic year 2024 AD.

Spatial borders: Iraq-Baghdad .

Sixth: Defining terms

Teamwork strategy

sheAn effective way to achieve educational goals through interaction and cooperation among students. This strategy focuses on students participating in group tasks that include interaction and exchange of ideas and experiences(Byrge,2013,P89)

Historical concepts

 Attia (2013) defines it as "a group of objects, symbols, themes, elements, or special events that are grouped on the basis of their common characteristics that comprise a specific category according to a specific criterion" (Attia, 2013, p. 68).

Procedurally: It is a collection of information in a materialthe dateFor classFourth preparatory schoolWhich share certain characteristics, including the processes of (definition, distinction, and application), which the researchers defined as (20) concepts.

Creative thinking skills

- Torrance knows himTorranceIt is a process of sensitivity to problems, awareness of them, weaknesses, gaps, dissonances, and deficiencies, formulating new hypotheses, reaching new connections using available information, searching for solutions, modifying hypotheses, re-examining them, and arriving at new results (Torrance,1963,22 (.
- Ghanem (2006) defined it as "the ability to discover new relationships and innovative solutions through complex, purposeful, complex, and comprehensive mental activity" (Ghanem 2006:131)

Chapter Two: A theoretical framework and previous studies

First: a theoretical framework

Teamwork strategy

A teamwork strategy is an approach or plan that aims to achieve specific goals through effective cooperation and interaction between individuals or groups within a team or organization. This approach includes negotiation, distribution of tasks, exchange of information, and exchange of support among members, with the aim of achieving optimal success and productivity. (Abu Jado, 2010, p. 98)

Teamwork strategy depends on understanding common goals and directing all efforts towards achieving them. This includes defining individual roles and responsibilities, and providing an environment that encourages positive interaction and collaboration. It can also include developing communication and conflict resolution skills to ensure that set goals are achieved effectively and efficiently.(Hadabi,2011, p. 198)

Objectives of teamwork strategy

The goals of a teamwork strategy focus on achieving effective and sustainable results through the cooperation of individuals or teams.And thisSome of the main goals of this strategy(Al-Rafi'i, 2007, p. 134)

1. Directing efforts towards achieving specific and common goals among team members or members of the organization.
2. Ensuring that group work contributes to increasing productivity and improving work efficiency.
3. Promoting the development of team members' skills, and encouraging continuous learning and knowledge sharing.
4. Promoting effective communication and improving team members' understanding of each other, which strengthens interaction and reduces confusion.
5. Building a positive work environment that encourages cooperation and enhances team spirit, which leads to raising member morale.
6. Develop mechanisms to resolve conflicts among team members in effective and sustainable ways.
7. Effectively distribute tasks and responsibilities based on the capabilities and skills of team members.
8. Encouraging the team to innovate and create by encouraging creative thinking and providing opportunities to develop new ideas. (Saada, 2003, p. 143)

The role of the teacher instrategyTeamwork

The role of the teacher in group work strategy plays a crucial role in encouraging cooperation and achieving common goals.And thisSome aspects that the teacher carries out within this strategy:

(Al-Atoum, 2004, p. 183)

- The teacher guides the team toward a shared vision and sets goals that the team strives to achieve.
- The teacher encourages the exchange of knowledge and experiences among team members, and creates an environment that stimulates cooperative learning.
- The teacher guides discussions among team members and manages conflicts constructively to emphasize understanding and cooperation.
- The teacher plays a role in distributing tasks among team members based on their skills and abilities, and determines the appropriate roles for each individual.
- The teacher provides guidance and assistance to team members in achieving their goals and implementing tasks effectively.
- The teacher inspires the team to explore new ideas and adopt a creative approach to solving problems.
- The teacher helps evaluate the performance of the team as a whole, and promotes continuous improvement by providing constructive feedback.
- The teacher contributes to building team spirit and good communication among its members, and works to enhance cohesion and cooperation. (Al-Atoum, 2004, p198)

The role of the learner instrategyTeamwork

The role of the learner in teamwork strategy plays a vital role in achieving common goals and enhancing collective effectiveness, And thisSome aspects of the learner's role in this strategy:

(Al-Otaibi, 2009, p. 98)

- The learner actively participates in interacting with team members and collaborates effectively with them to achieve set goals.
- The learner bears responsibility for performing the tasks assigned to him, and participates effectively in achieving common goals.
- The learner shares knowledge and experiences with team members, contributing to improving group understanding and enhancing everyone's learning.
- The learner participates in decision-making processes, and contributes his opinions and suggestions to ensure that all team members participate in decision-making.
- The learner seeks to communicate effectively with team members, whether through speaking or listening, to ensure that messages are understood and effective communication is achieved.
- The learner works to develop his personal and social skills, such as cooperation skills, problem solving, and decision making.
- The learner seeks to encourage creativity and innovation within the team, and contributes by presenting new ideas and innovative solutions to improve teamwork. (Al-Atoum, 2007, p. 87)
- The learner listens to feedback from team members and provides it based on his performance, which contributes to the continuous improvement of the group's performance.

AssumptionsstrategyTeamwork

Teamwork strategy relies on several basic assumptions to ensure its effectiveness.And thisAssumptions form the basis for interaction and cooperation among members of a team or group.And thisSome common assumptions(Ghanem, 2006, p. 189)

- The assumption that there is a common and common goal for all team members, which everyone strives to achieve with joint efforts.
- Assuming a level of trust and respect among team members, which contributes to building a collaborative environment.
- Assuming the importance of effective interaction and communication between individuals to exchange information and ideas.
- Assuming that the presence of diversity in skills and abilities among team members can contribute to enhancing integration and achieving effectiveness.
- Assuming that team members bear personal and collective responsibility for achieving set goals.
- Assuming the importance of benefiting from the experiences of others and sharing knowledge to improve team performance.
- Assuming that team members accept the existence of challenges and the need to adapt to changes to improve performance. (Fathi, 2002, p. 13)
- The assumption that the team uses collaboration to solve problems and overcome challenges.
- Assuming that positive spirit and motivation play an important role in enhancing team effectiveness.

(Fathi, 2002, p. 34)

Objectives of the teamwork strategy

Teamwork strategy aims to achieve several goals to ensure the superiority and effectiveness of the team or group.And thisSome of the main goals of this strategy: (Fathi, 2004, p. 93)

- Motivating team members towards achieving specific goals that are common and unified for all.
- Stimulate effective interaction between team members and enhance communication to exchange information and improve understanding.
- Promote the development of teamwork skills, such as collaboration, problem-solving and decision-making skills.
- Defining tasks and distributing responsibilities effectively among team members to ensure optimal achievement of goals.
- Building an atmosphere of cooperation and team spirit within the team, which enhances cohesion and integration among its members.
- Improving work efficiency and increasing productivity through integrating efforts and improving work processes.
- Encouraging team members to submit new ideas and participate in creative thinking processes.
- Improving the entire team experience by providing a positive and encouraging work environment.
- Ensuring diversity in the team and exploiting diversity to effectively achieve its goals.
- Achieving team member satisfaction and enhancing their personal and professional excellence.

(Magda, 2000, p. 12)

Concepts

Concepts are considered one of the basic pillars of the educational process, because they have an effective role in organizing educational experiences, through which one can learn about the environment and participate in confronting daily problems. The student cannot be equipped with

everything required in the various fields of knowledge, so the focus must be on concepts. Basic skills and their identification in each study unit. Methods of teaching concepts vary depending on the difference and type of concepts.

Due to the different nature of concepts in terms of their degree of difficulty, structure, or logical foundations, several attempts have emerged to develop models in modern teaching, including Hilda Tapa's inductive model.

Concepts usually consist of perceptions obtained through the five senses and through memories and imaginations, and through his dealings with them, he can form a mental image of these perceptions that he dealt with, and thus he forms concepts for these perceptions (Saadah, 1988, pp. 62-97). Without learning the concept, the level of sensory experience is very low.Klausmeiae,1980,p.4),

Researchers differed in defining the types of concepts. Among them is Saadeh (1984), who believes that concepts in social studies are of several types, some of which are related to time, others to place, and the third type are new concepts such as developing countries (Saadeh, 1984, pp. 324-226). He also classified them into tangible and abstract concepts (Saada, 1988, p. 150).

As for Bruner, he distinguishes between three types of concepts: The linking concept, the separating concept, and the relational concept (Khatibiya, 2008, p. 39).

There are several factors that affect learning the concept, and these factors include the type of examples used in learning the concept, the method of organized presentation of the examples, and the nature and type of the concept (Boutrous, 2004, pp. 27-31).

Among the characteristics of the concept are distinction, meaning that things or situations are classified and distinguished according to common elements, and generalization, meaning that the concept applies to a group of things and situations, and thus it is more comprehensive than the truth. Symbolism: The concept only symbolizes a characteristic or a group of abstract characteristics, and therefore it is more abstract than reality. (Saadah and Al-Youssef, 1988, p. 60). The ability to classify concepts can form horizontal and vertical organizations, and the concept contains five elements: the name of the concept, examples of the concept, its attributes and attributes. And its definition (Al-Borai, 2010, pp. 400-403).

The methods of teaching concepts vary depending on the difference and type of concept, and there are several methods for teaching concepts according to the students' mental and developmental levels and according to the nature of the concept (Al-Rubaie, 2006, p. 334). Teaching concepts requires that the school ensure that its students communicate the meaning of the concept, its characteristics, its distinctive and non-distinctive characteristics, and how to benefit from that concept in other educational situations or link it to situations in life or explain the life phenomena related to that concept. This is done in two ways:

1 - The deductive method: This is the method that moves from the whole to the part or from the general to the specific (Al-Sakran, 1989, 132) (Shehata, 1993, p. 208).

2- The inductive method: It is defined as a mental process by which the mind moves during the thinking process from data and individual cases to the general laws and rules that regulate those facts and situations (Al-Sakran, 2007, p. 133).

Based on the above, it can be said that concepts are considered one of the most important aspects of learning through which one can learn about the environment and participate in confronting and solving problems. They also contribute to highlighting the importance of the academic subject for the student, which has an impact on the motivation to learn. Hence, the organization of the study should be

reconsidered. History curricula according to the conceptual approach to achieve the true function of the history subject.

Concept skills Creative thinking

Look (Saeed Al-Azza, 235:2000)Creative thinking is "a complex and purposeful mental activity directed by a desire to search for a solution to a problem or to reach original outcomes that were not previously known.".

be seen(Fathi Jarwan 2002:31) He describes creative thinking as "a mental process characterized by comprehensiveness and complexity whose goal is to find original solutions to existing problems in human life, one field of knowledge."

And you know (Magda Obaid 2000:95) Creative thinking is "a purposeful mental activity that has the ability to discover new relationships or original solutions that were not previously known, characterized by novelty and flexibility."

The definitions of both are confirmed by (Saeed Al-Azza 2000:235), (and Magda Obaid 2000:95) However, creative thinking is a mental activity directed by a desire to discover and search for original solutions that were not previously known, while (Fathi Jarwan 2002) believes:31) Creative thinking is a mental process characterized by comprehensiveness and complexity.

ImportanceskillsCreative thinking

Interest in studying creative thinking began with the Guilford Declaration (Guilford (1950) in his opening address at the annual conference of the American Psychological Association (1950), in which he presented his model of the structure of the human mind, through which he distinguished between two types of thinking: convergent thinking, which is what traditional intelligence tests measure, and divergent thinking Divergent thinking, which is what creative thinking tests measure, as this was the beginning of the new move toward research in creative thinking. Guilford pointed out the shortcomings in studying creativity during the second quarter of the twentieth century, and that examination of intelligence tests does not indicate the existence of any items that measure creativity. He also called for the need to search beyond intelligence to search for creativity (Fathi Jarwan, 2002:-84).

Hence the interest in creativity and creative thinking and the realization of its importance in developing creativity, which is the path to progress, so many scientists in European countries and the United States began to conduct studies on creativity and creative thinking, such as Taylor.Taylor, Mackinnon, and Torrance, and many conferences were held that began in 1955 at the University of Utah in the United States of America, and were followed by several other conferences on the topic of creativity. This was not limited to European countries and the United States only, but we also find in our Arab world researchers who devoted their lives To study creativity with the help of their students, such as Abdel Salam Abdel Ghaffar at Ain Shams University, Sayed Khairallah at Mansoura University, and other Arab researchers who demonstrated the importance of creative thinking through their research (Mamdouh Al-Kanani, 2005).:-15-16).

Definition of creative thinking

Guilford custom (Guilford) Creative thinking is: mental processes characterized by comprehensiveness and complexity and involving overlapping cognitive, emotional, and moral factors that constitute an active mental state (Guilford, 1986). Torrance defined creative thinking as: the process of sensitizing problems, realizing gaps and weaknesses, searching for solutions, making predictions, formulating hypotheses, testing them, rephrasing them, and generating new solutions by employing available data in order to arrive at new results that the learner conveys to others (Torrance, 2001).

Huang knew(Honig) Creative thinking is: divergent thinking that divides ideas, makes connections, and introduces new ideas that generate new ideas and products through mental interaction between the individual and the experiences he gains (Al-Omari, 2012).

Creative thinking is defined as: a mental process in which the learner interacts with the many experiences he faces with the aim of absorbing the elements of the situation in order to reach a new understanding or a new production that achieves an original solution to his problem or discovers something new of value to him or to the society in which he lives (Saadah,78:2003).

By extrapolating the various definitions that explain creativity and creative thinking, we note that there is general agreement that the phenomenon of creativity involves the production of the new and useful.(Alsilami, 2010).

Creative thinking skills

Most researchers in the field of creativity and creative thinking agree that creative thinking includes five main skills:

First: Fluency ((Fluency:

Torrance knows(Torrance)Fluency is the ability to recall the largest amount of appropriate ideas in a specific period of time for an exciting problem or situation (Al-HadadiAnd others,55:2011).

It also means the ability to generate a large number of alternatives, synonyms, ideas, problems, or uses when responding to a specific stimulus, and the speed and ease of generating them (Jarwan,33:2012).

Second: Flexibility ((Flexibility:

Torrance knows(Torrance)Flexibility: It is the abilityTo produce appropriate solutions or forms, and these solutions are characterized by diversity and non-stereotyping,As it meansThe ability to change the situation in order to generate new and diverse solutions to stimuli or problems (Al-Haddabi et al.,43:2011)

Third: Authenticity ((Originality:

Torrance knows it(Torrance)It is the individual's ability to give a new idea that is outside the scope of the ordinary, or contrary to what is common (Al-Haddabi et al.,86:2011).

Originality is the characteristic most closely linked to creativity and creative thinking, and originality here means novelty and uniqueness, and it is the common factor among most definitions that focus on creative outputs as a criterion.

Fourth: Al-Ifadah (Elaboration):

It means the ability to add new and diverse details to an idea, a solution to a problem, or a painting that would help develop, enrich, and implement it (Jarwan,56:2012)

Fifth: sensitivity to problems (Sensitivity to the problems):

Sensitivity to problems means awareness of the presence of problems, needs, or weaknesses in the environment or situation. This means that some individuals are quicker than others to notice the problem and verify its presence in the situation. There is no doubt that discovering the problem represents a first step in the process of searching for a solution to it, and then adding new knowledge or introducing improvements and modifications to existing knowledge or products. Also linked to this ability is the

ability to notice unusual, anomalous, or puzzling things in an individual's surroundings, or to repurpose them or Using it and raising questions about it (Jarwan,126:2012).

Second: Previous studies

1-   studyIskandar Ahmed Muhammad,2019

The research aims to identify the obstacles to developing creative thinking skills among middle school students from the point of view of Arabic language teachers, both male and female. The researchers followed the descriptive approach (questionnaire) to identify the obstacles to developing creative thinking skills among middle school students from the point of view of Arabic language teachers, both male and female. The questionnaire consists of (60) items that revolve around a group of obstacles, which are: 1. Obstacles related to the student (16) items. 2. Obstacles related to the teacher (15) items. 3. Obstacles related to the school curriculum (15 paragraphs). 4. Obstacles related to the school environment (14 paragraphs). The researchers relied on the tripartite scale to answer the questionnaire items, which are (big reason, medium reason, small reason) by (30) teachers and (30) schools, and the sample was chosen intentionally in the second semester of the academic year (2018/2019). The study seeks to answer the following questions: 1. What are the obstacles to developing creative thinking skills among middle school students in schools in the city of Al-Muqdadiya (the center) related to the student from the point of view of Arabic language teachers, male and female? 2. What are the obstacles to developing creative thinking skills among middle school students in schools in the city of Al-Muqdadiya (the center) linked to the teacher from the point of view of Arabic language teachers, male and female? 3. What are the obstacles to developing creative thinking skills among middle school students in schools in the city of Al-Muqdadiya (the center) related to the curricula from the point of view of Arabic language teachers, male and female? 4. What are the obstacles to developing creative thinking skills among middle school students in schools in the city of Al-Muqdadiya (the center) related to the school environment from the point of view of Arabic language teachers, male and female? The researchers distributed the questionnaire to students in the second semester of the academic year (2018/2019). The researchers used the following statistical methods: (arithmetic mean, standard deviation, Cronbach's alpha). After analyzing the results and treating them statistically, the research concluded the following: 1. Students lost their self-confidence and self-reliance in solving their educational problems and difficulties. 2. Neglecting students' thinking and relying on memorization and recall of information. 3. Teachers' tendency to use traditional teaching methods such as (the lecture method). 4. Failure to provide the appropriate school environment for students. The researchers made a number of recommendations, including: the necessity of adopting creative thinking skills in the educational process in the academic grades. The researchers proposed a number of proposals, including: Conducting a study similar to this study in the primary and middle stages.

 2- studyGhaid Muhammad Karim, 2015

The study aimed to identifyCreative thinking and its relationship to the accuracy of performing the receiving and serving skills in volleyballwhereThe psychological aspects have an important correlation with skill performance in sports, whether its relationship has a negative or positive impact on the level of skill performance. Therefore, we see intense interest by general psychologists in general and sports psychologists in particular in the psychological aspects to raise the level of skill performance. Therefore, the two researchers wanted to study the relationship of one of the psychological aspects, namely creative thinking, to the accuracy of the performance of these two basic volleyball skills on a

sample of female students in the fourth stage of the College of Physical Education / University of Diyala. The two researchers used the descriptive approach in the manner of relationships, and the sample was chosen intentionally, and they also used appropriate statistical methods. In extracting the results, which showed that there is a positive relationship between creative thinking and the accuracy of performing the two skills (serving - receiving the serve).

Chapter III: Research methodology and procedures

First - Research Methodology:

The researcher adopted the methodExperimentalIn his research procedures, this is due to his ability to achieve the goal of the current research, as this approach is based on the scientific method.

Second - Experimental design:

The choice of experimental designPrepareThe first step that falls on the researcher when conducting a scientific experiment, as the accuracy of the results depends onTypeThe chosen design provides a guarantee of the possibility of overcoming the difficulties encountered in statistical analysis. The results of experimental research depend on the type of experimental design used, and determining the type of experimental design is based on the nature of the problem and the circumstances of the temporal research sample (Odeh, 1993: 250), and this is what prompted the researcher to adopt One of the experimental designs is the experimental design with partial control because it is appropriate for the conditions of its research. The experimental design came in the following table:

Table 1: Experimental design

Test type	Dependent variable	Independent variable	the group
Concept acquisition test Historical	-Acquiring historical concepts	Teamwork strategy	Experimental
	-Creative thinking skills	----	Female officer

Third - The research community and its sample:

1 - Research community:

The community is defined as the individuals or people who are the subject of the study problem (Raouf, 2001: 168). To get to know the research community, the researcher visited the General Directorate of Education.Baghdad Al-Karkh firstThis research community consists of schoolsHigh school and middle schoolAll for milkyenfor the academic year(2023-2024 AD)

- The research sample:

The sample is part of the research community that the researcher is studying in the study, that is, it is part of the vocabulary that we subject to study in order to judge the whole. Therefore, the sample should represent the community in terms of characteristics and characteristics, and the sample spares the researcher the trouble of studying the entire original community (Al-Qayyim, 2007: 138). It was found that The researcher says that studying the entire original research community requires a long time, hard effort, and high financial costs. Therefore, she should choose a representative sample of the research

community, as it achieves its goals and helps him accomplish his mission. The researcher's knowledge of it saves her a lot of time, effort, and money. The current research sample is divided into two parts: :

A-Sample of schoolsSchool Sample: Choose the researcherAl-Karkh Secondary School for BoysIn a random way to conduct the experiment*.

B_T sampleLapPupils Sample: After the researcher determined the school in which the experiment would be conducted, he visited School M, which includes two class divisionsFourth preparatory schoolThey are two divisions (A, B) and a numberthe studentsThere are (64) female students, (32) students in Section (A) and (32) students in Section (B). Through a random drawing method, the researcher chose Section (A) to represent the experimental group that will be studied.students(With a strategyTeamwork), and Section (B) to represent the control group that will be studiedHer studentsIn the usual way, after excluding fourstudentsOf the sample, one studentthatFrom the control group and a studentthatOf the experimental group (failure result), the number becamestudentsA total of (60) students, including (30) students in the control group and (30) students in the experimental group. The reason for excluding researcher AFor studentsFailingyenIt is the fear that it will affectOneIn the accuracy of the results, aFor studentsOwnsOnePrevious experience but stayYes the studentsDuring teaching so as not to deprive them of the academic benefit and to maintain order in the school.

Fourth: Equivalence of the two research groups:

Although homogeneousstudentsThe study sample in the two groups with cultural, economic and social variables, and choosing the two groups randomly so that one represents the experimental group and the other the control group. The researcher was keen before starting his experiment to control what would affect the independent variable (strategyTeamwork) in the dependent variable (acquisition of historical concepts). And rewardYesThe researcher equated betweenstudentsThe two study groups in some variables are:

1. Chronological age of TLapCalculated in months.
2. Parents' educational attainment.
3. Grades for history in the first half of the year (2023- 2024M).
4. Test previous information.
5. IQ test.

Fifth - Controlling extraneous (non-experimental) variables:

It is intended to establish all factors, except for the factor whose effect is to be measured. Control is one of the important elements in the researcher's control over his work and the success of his experiment. It gives him high confidence in his study as it will lead to results of scientific value. Therefore, the researcher mustYIdentify the variables and factors (other than the independent variable) that can affect the dependent variable, stabilize them, and determine their impact (Raouf, 2001: 22).

Therefore, in addition to the above-mentioned procedures for statistical equivalence between the two study groups (experimental and control) in variables that are likely to affect the dependent variable, the researcher tried to control some extraneous variables that are believed to affect the integrity of the experiment, and the following are these extraneous variables and how to control them:

1- Experimental extinction:

What is meant by it is "the effect resulting from leaving a number of...For students(study sample) or their interruption during the duration of the experiment, which has a consequent impact on the results of the study (Al-Zobaie et al., 1986: 43). None of this happened in the experiment of the current study except for individual absences, which were in very small percentages in the two groups. It is almost equal, which does not affect the conduct of the experiment.

2- Incidents associated with the experiment:

Accompanying incidents mean natural incidents that may occur during the experiment (disasters, floods, hurricanes, other incidents such as wars, disturbances, and others that hinder the conduct of the experiment). There was no effect of this factor during the duration of the experiment.

3- Measuring tool:

The researcher used ADAt measureFor the two groups (experimental and control), it is a test for the acquisition of historical conceptsAnd a measure of creative thinking.

4- Effect of experimental procedures:

The researcher tried to limit the impact of this factor on the conduct of the experiment as much as possible, and this was represented in:

A- Academic subject:

The same study material was determined for both research groups and included the fourth and fifth chapters of the history textbook for the classFourth preparatory schoolAppropriate plans have been prepared for each group.

B- Duration:

The period of time between the two research groups in implementing the experiment was equal, as it began on Sunday, October 17/12/2023Until Tuesday, the following day16/1/ 2024.

C- Subject school:

The researcher taught the two research groups (experimental and control) as it was a new school to maintain objectivity and accuracy in the research results.

D- Ensuring the confidentiality of the research:

This variable was controlled by agreement with the school administration not to inform the studentLapThe nature of the research and its goal so that its activity does not changeM .

E- Educational means:

The researcher was keen to provide the educational means in the experiment tostudentsThe two research groups were equally represented by the blackboard, colored pens, charts and maps related to the topics of the experiment for the purpose of achieving the research goal.

F- School building:

Apply the experiment in a schoolAl-Karkh Secondary School for BoysIn two rows, one next to the other, they are similar in size, lighting, and number of seats.

G- Distribution of shares:

The number of lessons scheduled for history for the classFourth preparatory schoolIt is (two lessons per week). In agreement with the school administration, the lesson schedule was organized in a way that ensures equal time allocated to each lesson and to the two groups on an interchangeable basis.

Sixth: - Research requirements:

1- Determine the scientific subject:

The researcher determined the scientific material covered by the research that would be studiedFor studentsThe two research groups during the experiment according to the vocabulary of the history book to be taughtFor fourth year middle school studentsfor the academic year (2023- 2024M), and it included two chapters:Chapter Four and Chapter Five.

1- Determine the historical concepts of the scientific material that will be studied in the experiment:

The researcher identified the historical concepts contained in the topics of the fourth and fifth chapters of the history book for students in the fourth year of middle school. The number of concepts reached (40) concepts, between the main and sub-concepts.,It was presented to a group of experts specialized in history and teaching methods,This is for the purpose of verifying its validity.

2- Formulating behavioral goals:

The process of setting behavioral goals is a necessary necessity for any educational process (Abu Jado, 2003: 253), because any serious work begins by clearly defining the goals and then choosing the appropriate means that enable reaching the goals in light of all work conditions and the available material and human capabilities (Al-Wakeel and Muhammad (2003: 160), and among the specifications of a behavioral goal is that it should be observable and measurable, contain one idea, be formulated in such a way that it expresses the behavior of the student and not the teacher, be clear in its meaning, describe learning outcomes and not learning activities, and that the goal include different aspects of learning (Younis et al. , 2004: 85).

Therefore, the researcher formulated behavioral objectives based on a study of the content of the educational material included in the experiment, which amounted to (120) behavioral objectives for the cognitive field, which included the three classifications (definition, distinction, application), distributed over the content of the last two chapters of the (History) book, prescribed for fourth-year middle school students.,These behavioral objectives were presented in their initial form to a group of experts and specialists in the field of education, psychology, and methods of teaching social sciences and history.,To give their opinions and comments on it and its suitability to the level of the goal and its coverage of the content of the subject. The list of behavioral goals received the approval of the experts, except for some minor modifications in the wording of some of them, which were taken into account.

4 - Preparing teaching plans:

The teaching plan is meant to be "preconceptions of the academic positions and procedures undertaken by the teacher and his students to achieve certain educational goals. This process includes setting goals and choosing methods that help achieve them" (Al-Amin et al., 1992: 133), and since preparing teaching plans is one of the teaching requirements Successful, the researcher has adopted Teaching plans for the topics of history that will be taught in the experiment in light of the content of the methodological book and the objectives that have been formulated, and in accordance with (strategyTeamwork) to mestudentsThe experimental group according to the traditional (usual) method according tostudentsThe control group. Based on the above, teaching plans were prepared, and the researcher presented a model of the experimental and control plan,To a group of specialized experts (5) for the purpose of verifying its suitability for use in the experiment, and in light of their observations, the researcher made some modifications.

5- Application of the experiment:

The researcher began applying the experiment tostudentsMy research group on Sunday, 2013(12/17/2023The experiment is overTuesday(16/1/2024).

Search tool:

1- Historical concepts acquisition test:

Testing is one of the most common and widely used evaluation methods for measuring learning outcomes, and it can be used to improve learning methods. It also contributes to evaluating results, proficiency in planning, and controlling implementation. It is still one of the most important evaluation tools that is beneficial to the educational process (Al-Baja, 2000: 160).

Due to the lack of a ready-made test that is characterized by honesty and consistency and covers the concepts within the chapters (fourth and fifth) of the history book, Al-Baha designed a test for the acquisition of historical concepts based on the concepts that were previously identified and a list of specific behavioral objectives. The researcher prepared an objective test in order to find out the effect of (the strategyTeamwork)In acquiring historical concepts, compared to the traditional method, the researcher followed several steps in preparing and applying the test, which are as follows:

a-Formulating test items

The researcher prepared an objective test in acquiring historical concepts of the multiple-choice type, which consists of (60 items). Each item is followed by four alternatives, one of which is correct and three of which are incorrect. This type of objective test was chosen because it is more stable, more valid, and more capable of measuring many outcomes. Learning, as it is easy to correct, the element of guesswork is weak, and it is comprehensive of the scientific material, and its results can be easily analyzed statistically (Al-Bahi, 2005: 197). When preparing the alternatives, the researcher followed the following:

a. The alternatives must be homogeneous in content.

B. Balanced distribution of correct answer locations.

C. Avoid words that have multiple meanings.

Dr.. Linguistically appropriate to the origin of the paragraph (Abu Saleh et al., 2000: 222).

B. Answer instructions:

In order for the test to give good results, clearly worded instructions must be prepared for the test, in order to clearly and specifically define what is required of the subjects. These instructions explain the required performance in the test and explain the method and place of the answers (Suleiman, 2006: 389).

C. Correction instructions

The researcher assigned one point to the paragraph whose answer was correct, and zero to the paragraph whose answer was incorrect, and the paragraph that was left out or had more than one answer was treated as the incorrect paragraph.

D - The test is valid:

One of the characteristics of a good test is that it is honest, and an honest test is one that actually measures the amount, direction, or readiness that was set to test its measurement. A test that measures a consistent measure of what is appropriate is not an honest test (Allam, 2007: 245).

For the purpose of verifying the validity of the test, the researcher relied on face validity.

1- Virtual sincerity:

It is the general appearance of the test in terms of the type of vocabulary, how it is formulated, its clarity, and the suitability of the test for the purpose for which it was developed (Al-Imam et al., 1990: 130).

After the researcher prepared the test with (60) behavioral objectives in its initial form, he presented it to a group of experts specialized in measurement, evaluation, and social studies teaching methods in the appendix (to seek their opinions regarding the validity of its paragraphs in measuring the content of historical concepts in light of the behavioral objectives), and he passed the test. Expert agreement (82%) Thus, the test became valid for measuring the acquisition of historical concepts among the sample members (Fourth grade students).

D- Exploratory application of the test

First - Applying the test to the exploratory sample:

Al-Baha applied the test to the first exploratory sample on (21/11/2023The aim of this procedure is to improve the test, raise its performance efficiency, and bring it to accuracy in arriving at the results. This is done by detecting weak items and then reformulating them or excluding them if they are invalid (Al-Ajili et al.: 2001: 69). The test items consist of (60).) A paragraph containing answer instructions and calculating the answer time. The size of the survey sample was (30)studentThe study population other than its sample was chosen fromFifth grade literary studentsThe answer time was calculated by calculating the average time it tookH the studentsIn the answer, which is represented by (41) Accurately, it turns out that the instructions are clear and the items are understandable. Verify from this procedure that all the test items are related to the experimental material.

The time was calculated according to the following equation:

$$\text{Test time} = \frac{\text{The time of the first student + the time of the second student + the time of the third student. etc}}{\text{Number of taLap}}$$

Second - Statistical analysis:

It is the process of testing individuals' responses to the test items. This process includes knowing how difficult or easy each item is and the extent of its ability to distinguish between individual differences in the characteristic to be measured and to detect the effectiveness of the wrong alternatives in the items, especially in the multiple-choice items (Al-Ajili et al.: 2001: 67). To achieve this, the researcher applied the test to the second exploratory sample consisting of (100) students, which was chosen fromFourth year middle school studentsThe test corresponding to (23/11/2023), for the purpose of statistical analysis to test the acquisition of historical concepts, as the test was conducted under the supervision of the researcher and with the participation of a number of teachersyenHistory in the observation process, and after correcting the papers, the researcher arranged the gradesstudentsIn descending order, the two extreme samples, the highest and the lowest (27%), were chosen as the best two groups to represent the sample, as follows:

1- Difficulty factor:

It means the percentage of students who answer the paragraph correctly from a sample (Odeh: 1993: 289). The researcher calculated the difficulty factor for each paragraph of the test and found that it ranges between (0.37 - 0.72) Appendix (11), and (Bloom) saysBloom 1971) Tests are considered good if their items vary in level of difficulty to be between (20.0-80.0) (Bloom, 1971: 60), and this means that all test items are acceptable.

2 – Discrimination coefficient:

The item's discrimination coefficient indicates the ability of the item to distinguish between high-achieving and low-achieving students in the test. If the paragraph is highly distinctive, the high-achieving students will answer it correctly, while the high-achieving students will not answer it correctly.YBring it onLaplowyenObtaining a correct answer (Allam, 2011: 254).

When calculating the discrimination factor for each paragraph, it was found that it ranged between (0.33 - 0.67), as Ebel confirms that the paragraph is considered good if its discriminatory power is (0.30) or more (Eble: 1972: 406).

3- The effectiveness of the wrong alternatives:

When the test is of the multiple choice type, the wrong alternatives are supposed to be attractive to ensure that they have the intended effect of distracting the student.LapWho doesn't carePhoneThe correct answer, and the wrong alternative that attracts a specific number of peoplethe studentsIt is considered an effective or attractive alternative, but the wrong alternative is one that no one choosesFor studentsIt is considered an ineffective or attractive alternative, and the test designer seeks to obtain negative values for the incorrect alternatives in order for the item to be good (Al-Zayoud and Hisham, 2005: 130). The researcher calculated the effectiveness of the incorrect alternatives for each item of the test and found that it ranges between (-0.37 - - 0.04) This indicates that it is acceptable.

E - Reliability of the test:

It means consistency in the results, and the test is considered stable if we obtain the same results when re-applying it to the same individuals and under the same conditions (Al-Nabhan, 2004: 229). There are multiple methods for calculating the test's reliability coefficient, including the split-half method,

the equivalent images method, and re-testing, and it is considered a method Half-splitting is the most common method for calculating stability, because it avoids the disadvantages of some other methods regarding not ensuring that the same conditions are provided when the first application of the test is performed in the second application. It also avoids the issue of costs and the length of time used in the test material (Al-Imam, 1990: 151-152). Therefore, the researcher chose the split-half method, as it depends on dividing the test items into two parts, odd and even.

Researcher appliedTesting on a survey sample of (100) students from IAl-Karkh Secondary School for BoysThen he collected each student's answers to the odd items on one side and the answers to the even items on the other side, then calculated the correlation coefficient between the two halves of the test using the Pearson correlation coefficient (Person) and it reached (0.773), then the correlation coefficient was corrected using the Spearman-Brown equation, and the result of its stability was (0.872),Therefore, the test is considered stable in what it measures, as it is stated (Abdul Hadi, 2002) that a good correlation coefficient for the test should exceed (80%) and above (Abdul Hadi, 2002: 129).

F - Application of the experiment:

While implementing the experiment, the researcher relied on the following:

1. The experiment was applied tostudentsExperimental and control research groups starting on Sunday17/12/2023With two lessons per week for each group, the two research groups continued to be taught for a full semester, as the experiment ended on Tuesday, corresponding to16/1/2024.

2. The researcher explained that on the first day of implementing the experiment and before starting the actual teaching of TLapThe experimental and control research groups. How to deal with the strategy for each group and its paththe students.

3. The researcher personally studied the experimental and control research groups according to the teaching plansThePrepared by strategyTeamworkIn teachingstudentsThe experimental group, using the traditional method of teachingstudentsControl group.

Seventh: Statistical methods:

The researcher used statistical methods in his research procedures and analysis of its resultsOn the statistical analysis programSPSS .

The fourth chapter: Presentation and interpretation of results
Show results:

The researcher used the t-test (t) With the aim of knowingThe impact of teamwork strategyIn acquiring historical conceptsDeveloping creative thinking skills in teaching historyI haveFourth year middle school studentsThis is through the statistical significance of the difference between the average scores of the two research groups.

To verify the null hypothesis of the research which states:

(There is no statistically significant difference at the level (0.05) between the average scoresstudentsThe experimental groupThenHe studiesOneHistory subject using (strategyTeamwork)and average gradesstudentsThe control groupThenHe studiesOneThe material itself is presented in the usual way of acquiring historical conceptsDeveloping their creative thinking skills).

The average score for acquiring historical concepts was:LapThe experimental group was (44.47), while the average score for acquiring historical concepts wasFor studentsThe control group who study the same subject according to the usual method (40.17) and when using the test (T. test) for two independent samples to balance these two averages. It appeared that the calculated (t) value reached (2, 515) at a significance level (0.05) and with a degree of freedom (58), which is greater than the tabulated (t) value of (2.000) and Table (11). This explains, and thus the null hypothesis is rejected and the alternative hypothesis is accepted which states (there is a statistically significant difference at the level of (0.05) between the average scoresstudentsThe experimental group who studied history using (strategyTeamwork(And the average score of the control group students who study the same subject in the usual way in acquiring historical conceptsDeveloping their creative thinking skills.).

This shows the superiority of the experimental group that was studied (with a strategyTeamwork) on the control group that studied the traditional method in testing the acquisition of historical conceptsTo develop their creative thinking skills..

Knowing the size of the effect:

The size of the effect can be classified if a test is used (t) is small if it ranges between (0.49-0.20) and is medium if it ranges between (0.7-0.50) and is strong if it is greater than or equal to (0.80) (Al-Masoudi, 2015: 132).

To know the size of the effect, the researcher used the Itha equation, which showed that the size of the effect equals (0.041), so it falls within the medium classification.Impact.

Second: Interpretation of the results:

The results indicate the superiority of the experimental group that studied using the strategyTeamworkThe control group was studied using the usual method, and this can be explained as follows:

1. That employs a strategyTeamworkHe helped in teaching historyFourth year middle school studentsTo achieve meaningful learning by realizing the relationships between concepts and linking previous information with new information, which makes learning better and easier.

2. That strategyTeamworkIt has a major role in students comparing historical concepts and distinguishing between them, which helped them acquire historical concepts, as (Jaber, 2005) confirms that teaching concepts requires comparison and differentiation processes instead of teacher dictation and copying from the book, and this is done in a variety of ways that help them understand, connect and discover concepts and expression. About them in different ways, and the senses play an essential role in forming students' mental image of concepts, and the direct and indirect experiences that they go through are a way to form their perceptions (Jaber, 2005: 336-337).

3. This strategy focused on two important pillars in the educational process: (the student and the school). The student is eAndThe focus of the learning process inside the classroom was receiving and participating at the same time and applying the rules of the lesson directed to him, while the school was planned, discussed and directed.

4. This strategy made the concepts of abstract matter more tactile and easy to perceive, which helped studentsLapTo absorb and understand it.

5. That strategyTeamworkProvedIts effectIts superiority over the usual method of acquisitionstudentsthe lineFourth preparatory schoolHistorical concepts.

6. This strategy trains the child's mindLapTo infer, generalize, and find reasons and causes.

7. Teaching according to this strategy increases his motivation towards learning and brings him backMIt helps in learning independence and helps activate his memoryM .

8. Employing concept circles in organizing the concepts of history through a progression from easy to difficult, supported by examples related to the reality of historyLapIt helps in learning concepts more effectively, which leads to increased search for knowledge and learning.

Chapter V
First: Conclusions:
From the results of the research, we can conclude the following:
1. That strategyTeamworkIn acquiring historical concepts, it has a major role in making...the studentsMore aware of concepts while taking them into accountMFor individual differences during the presentation and progress of the material M.

2. That strategyTeamworkIt is compatible with the cognitive development of the mindFor studentsIn stageJunior high

Second: Recommendations:

In light of the results of the current research, the researcher recommends the following:
1. The need for teachers to pay attention to using modern teaching strategies, especially strategic onesTeamworkIn teaching historical concepts, because of their impact on increasing acquisitionthe studentsshe has.

2. Incorporating history into the classroomFourth preparatory schoolConceptual circles that express historical concepts in the th stagePreparatory schoolIllustrative images that express the concepts they contain in a way that helps facilitate their learning by the learner, such as the concept of battle.

Third: Proposals:
In light of the results of the current research, the researcher suggests the following:
1. Conducting a study similar to what the researcher conducted in other educational levels and other academic subjects, for both genders.

2. Conducting other studies related to its useTeamwork strategyIn teaching other variables such as scientific inclinations and trends and historical thinking.

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