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The Effectiveness of Constructive Learning Model in the achievement of Students in the Fifth Grade Literary Literature and Texts and the Development of Dialogue Skills

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Abstract

The study aimed to identify the effectiveness of the constructional learning model in the achievement of the fifth grade students in the literature and texts and the development of the skill of dialogue. The research sample consisted of 59 students. The researcher compensated between the students of the two groups statistically in a number of variables. The researcher prepared a collection test in literature and texts The researcher prepared a measure of the skill of the dialogue, which consists of (39) paragraphs and has been verified the validity and stability, the researcher used statistical means in the research procedures and analysis of its results. The researcher concluded that the students of the experimental group excel in the achievement test and in the skill level of dialogue. The researcher recommended a number of recommendations and suggested a number of proposals for subsequent studies.

La Efectividad Del Modelo De Aprendizaje Constructivo En El Logro De Los Estudiantes De Literatura Y Textos Literarios De Quinto Grado Y El Desarrollo De Habilidades De Diálogo.

Resumen

El estudio tuvo como objetivo identificar la efectividad del modelo de aprendizaje constructivo en el logro de los estudiantes de quinto grado en la literatura y los textos y el desarrollo de la habilidad del diálogo. La muestra de investigación consistió en 59 estudiantes. El investigador compensó estadísticamente a los estudiantes de los dos grupos en una serie de variables. El investigador preparó una prueba de recopilación de literatura y textos. El investigador preparó una medida de la habilidad del diálogo, que consta de (39) párrafos y se ha verificado la validez y la estabilidad, el investigador utilizó medios estadísticos en los procedimientos de investigación y análisis de sus resultados El investigador concluyó que los estudiantes del grupo experimental sobresalen en la prueba de rendimiento y en el nivel de habilidad del diálogo. El investigador recomendó una serie de recomendaciones y sugirió una serie de propuestas para estudios posteriores.

Research problem

The researcher noted in his meeting with the teachers of the Arabic language, that the level of students in the achievement of the lesson of literature and texts suffers from a significant weakness in all stages of study, and may be caused by this weakness in the level of study that the subject of literature and texts is a dry material, and not flexible, and in the method of teaching used It is noted that teachers of literature and texts use traditional methods of teaching, and in these methods the role of the teacher is positive, while the role of the student only receive, store and store information, and quickly forget this information.

Through a researcher meeting with a number of teachers and supervisors discipline found that the teacher is using the old teaching methods and the inability to use modern strategies because from the point of view of some of them need the possibilities and means of education are not available, and also need a long time.

The researcher agrees with (Jabr) who attributed this weakness in

teaching literature and texts to the failure of traditional methods followed by most teachers of literature and texts and focus on which called a number of educators to develop these methods during the teaching process, despite the efforts made in the development of Methods and methods of literature and texts, but teaching is still limited by old methods still focus on teaching based on memorization and indoctrination, rather than focusing on activating the impact of the student and involve him in the teaching process (Jabr, 2006: 3) and believes (Abdi, 2007) The method of dumping in teaching may lead to Obstructing creativity among students, where the student is negative, does not discuss nor ask nor leave him a space to express what is understood in his language, not in the language of the school, and this would lead to the killing of the student's literary taste, and does not help him to develop his mental skills. 2007: 5)

Several conferences were recommended to improve the level of teaching the Arabic language, including the first international conference for Arabic sciences, organized by the Faculty of Arabic Language, Umm Al-Qura University, Saudi Arabia (2013), which recommended the attention to skills in teaching Arabic language commensurate with the needs of the student through the use of modern means appropriate And give it enough time that qualifies the student with Arabic language skills (□).

The problem of the current research in the answer to the following questions: -

Q 1: - What is the effectiveness of the constructive learning model in the achievement of fifth grade literary students in literature and texts?

Q 2: - What is the effectiveness of the constructive learning model when teaching literature and texts to develop the skill of dialogue among students of the fifth grade literary?

research importance :

Arabic language is one of the oldest languages of the world historically, civilized and structural, it carried the banner of Islam to the world when honored by God (Almighty) was the language of the Koran, and then the language of the pen and knowledge centuries long is hardly required to learn only by, and knowledge is transmitted only through it From the various sciences of religion to the various sciences of the universe, it is the language of the Arab-Islamic civilization with all the sciences, arts and culture offered by mankind. (Jaafara, 2011: 153)

Among the manifestations of our pride in our language, we were keen on the manner and literature, reading and expression, and dictation, and cal-

igraphy, and criticism, and eloquence, and as we enumerate these branches, but intent to pay attention to them together, the first former linguists realized between the branches of the Arabic language of close ties Vmzjoa between them, and mixed with each other In their writings and works, they have taken from the literary texts a central center around which the various types of linguistic research converge. (Dulaimi, Waeli, 2009: 101)

The Arab nation in its different eras was characterized by the arts of literature, poetry is the first art of Arabic, and the most dominant art of saying the literary history of the Arabs in its earliest times for its easy preservation and circulation. Other literary arts represented in prose in its various forms to contribute together with poetry in the formation of the heritage of Arabic literature.

Abdul Aleem Ibrahim has set three conditions for literature to be an educational material that causes the desired behavior in the hearts of students:

1. That the text raises in the cognitive power, which provides him with more culture, and provide him with different colors of good things.
2. To raise the text in the soul and sentimental strength in taste aspects of beauty in it.
3. That the text arouses in itself a scientific force that drives the individual to a certain behavior (Ashour, Hawamdeh, 2009: 333-338).

The texts are central to the study of literature, as the basis of the texts is to enable the student to taste them technically, extends to deepening, comprehensiveness, analysis and elicitation, criticism and meditation, and discover the aesthetic elements of literature (idea, imagination, passion, style) and foresee its characteristics, and features, Explanation of these factors, and then identifying the influencing factors, suggestive driving conditions, and balancing similarities (Beja, 1999: 75).

The purposes of teaching literature: -

1. Recognize the literature, meanings and meanings of literature as a form of beautiful nature, or emotion of human emotions.
2. Enjoy the literature of the beauty of the idea, the beauty of the presentation, the beauty of the style, the music of the language, rhythm, rhyme and rhyme.
3. Send psychological pleasure and comfort and contentment in the same reader.
4. Highness literary taste.
5. Communicating the ideals of ethics and human behavior.
6. Being influenced by literature and beautiful ideas and methods.
7. Address some psychological and social problems, by reading stories or

notice that

8. Breathe about the reader and his repressed desires.

9. Enjoy the rest time by reading the beautiful colors of literature.

10. Increase the language repertoire that helps to increase the reader's understanding and ability to use it (Madkour, 2007: 205).

Teaching methods are a very important element of the curriculum, because they are the most attainable elements of the curriculum. (Laqqani, Abu Sneineh, 1999: 43)

Constructive learning was one of the important educational topics that received the attention of researchers in the field of education, because of its importance in preparing learners for life, and taking into account the individual differences between them. However, talking about individual differences and the necessity of taking them into account in the process of education is not new to the educational thought, the observer of the history of education finds that this topic of concern to philosophers and educators since ancient times, both Plato and Aristotle, the existence of different differences between individuals will require a variety of methods Education (Jamea, 1986: 18), and constructive learning according to the constructivist theory contains educational programs, and includes all the concepts that are useful in improving the learning process and progress, and its success depends on the balance between strengthening the learner himself under the guidance of the teacher, that is, the learner does not progress independently Fully self-learning programs (Kalla, 1975: 108), but leave him the opportunity to work and does his job its own, which is among the society, which is itself a member of the (Ibrashi, 1966: 33).

Structural learning is a learning that follows the constructivist theory by analyzing the characteristics of the individual, such as his methods of learning, analyzing his abilities and levels, analyzing his previous experiences, ie taking into account the characteristics of the individual in all its aspects, and then designing educational programs commensurate with his abilities (Hassan, 1989: 33). The teacher should organize the content, which helps the learner to achieve his goals by providing multiple types of educational experiences, and this helps the teacher in relieving him of some of the traditional responsibilities, and the new functions in the direction that leads to the use of his time (Aziz, 1978: 36).

Structural learning includes modern teaching aids, which have proved useful research and studies in various disciplines, such as study (Ashab, 2001) in physics, and study (Ahmed, 2005) in chemistry.

In the field of languages, studies have shown that the learner's vocabulary

is increased as a result of learning through educational programs that contain a variety of means.

Since learning through this model is done through cooperative groups, they accept and encourage student autonomy by respecting student ideas and opinions, and encourage independent thinking. Students who ask questions (and form them) and issues and then try to study, research and analyze them take responsibility for their learning and progress in Social dialogue helps students to modify, change or reinforce their ideas and suggestions. If given the opportunity to present what they think and hear others' ideas, then they can build a foundation. This is only when they feel comfortable in expressing their thoughts well. (Zeitoun, 2007: 446)

Those interested in the literature of education that dialogue is one of the most important tools of intellectual, cultural, social and economic communication required by life in contemporary society because of its impact on the development of students' ability to think jointly, analysis and reasoning, as the dialogue of the activities that liberate the human from closure and isolationism and open channels for communication It acquires more knowledge and awareness, and it is a way of collective thinking and intellectual criticism that leads to the generation of ideas and away from stalemate. Dialogue is important because it is a means of harmony and cooperation and an alternative to misunderstanding, confusion and arbitrariness. (Al-Laboudi, 2003: 19)

Many educators have addressed the concept of dialogue and its importance in the lives of individuals and peoples through educational scientific studies, where dialogue in the era of rapid changes has become an indispensable life skill for all parents, sons and daughters, but society institutions desperately need this important skill and smart skill, Since the dialogue has become a human need and a science taught and acquired skill, there are foundations for this science proceeding through the recognition of the concept of dialogue and its types and importance in our daily lives, whether this dialogue is contagious The dialogue serves to marginalize the culture of one-mindedness and exclusion practiced by some towards the other, which helps to identify the views put forward and the reasons put forward and the statement of relevance and make the argument to the other party. (Zamzami, 1994: 4)

Therefore, dialogue is one of the means of transferring ideas and exchanging opinions to reach specific and intended goals. It is a process that involves conversation between individuals or groups of different orientations and ideas in order to exchange knowledge, and its success depends

on the extent of its commitment to the arts, skills and manners in expressing their ideas and opinions, which represent the extent of Culture of dialogue they have. (Abdullah, 1999: 42)

Therefore, the culture of dialogue among students must be disseminated and developed through educational institutions, and those responsible for education should take it seriously so that they can achieve the desired goals of the learning process. The development of an educated society that can manage dialogue at various issues in a sophisticated educational manner represents our Islamic civilization, where today we live in a world that understands the importance of the word in the lives of individuals and the extent of its impact. Rhea on society. (Felemban, 2006: 12)

The researcher believes that the school is the first institution that contributes with the family in the preparation and construction of members of the community and education and education in accordance with the philosophy of society and its values and habits, so it was necessary to choose strategies and teaching models that provide meaningful educational attitudes to learners depend in their steps to work in collaborative groups It calculates that information is not an end in itself but is a means to achieve the goals set, emphasizing the thinking processes and contribute effectively to the consolidation of educational material in the minds of students.

Through the foregoing, the importance of research and its need is reflected in the following:

1. The importance of the Arabic language as the language of the Holy Quran, and the language spoken to the people of the Arab nation.
2. The importance of literature and texts, as they develop when the student queen of imagination and literary taste.
3. The importance of constructivist theory in developing students' mental abilities, especially their abilities to develop dialogue skills.
4. The need to find modern training methods and methods consistent with modern educational needs, which is the student at the center of the educational process.
5. The importance of the preparatory stage, as the student reaches at this stage to a degree of mental maturity in which he is able to creativity.

Third: the objectives of the research

The present research aims to identify the effectiveness of the constructivist learning model in:

1. Achieving the fifth grade literary students in literature and texts.
2. Develop their dialogue skills.

Fourth: Research hypotheses:

1. There is no statistically significant difference between the average scores of students studying literature and the texts of the constructive learning model, and the average scores of students studying the same subject in the traditional way in the achievement test.

2. There is no statistically significant difference between the average grades of students studying literature and texts in the constructive learning model, and the average grades of students studying the same subject in the traditional way in the post-test of dialogue skill.

Fifth: Research Limits:

Current search is limited to: -

1. Sample of fifth grade literary students in secondary and preparatory day schools in Salahuddin province for the academic year 2018-2019.

2. Literature and textbooks to be taught to fifth grade students for the academic year 2018-2019.

3. The first semester of the academic year 2018-2019.

Sixth: Terminology:

Structural learning model: defined by:

1. Kobrin: “relying on the knowledge the student has, and learning is focused on the student where the students have to build their own knowledge” (Abu Ataya, 2004, 34).

2. The International Dictionary of Education: “A vision in the theory of learning and growth that the student is active in building his thinking patterns as a result of the interaction of his innate abilities with experience” (Sobh, 2003, 40).

The researcher believes that there is no fundamental difference between the previous definitions on the concept of the structural model, and the previous definitions agree on the following:

1. The learner is the center of the educational process.

2. Learners use their previous ideas and experiences to understand and interpret their new experiences and information.

3. Learners work to build their new knowledge collectively.

The procedural definition of the constructive learning model: It is several steps or stages involving the teacher and students of the experimental group through a working paper prepared by the teacher includes advocacy, exploration, interpretation and decision-making, in order to acquire the necessary literary skills.

Collection: - Know both: -

1. (Ali, 2011): “The set of facts, knowledge, concepts, principles, laws, theories and skills acquired by learners as a result of the study of a specific

subject or unit of study.” (Ali, 2011: 299)

2. (Al-Alan, 2012): “The cognitive aspect in the learning process results at different levels and is measured by achievement tests in different forms, essay or objective.” (Al-Alan, 2012: 531)

Procedural definition: - What students have obtained - the research sample - degrees in the achievement after the selection prepared by the researcher in the subject of literature and texts.

Fifth grade literary: The researcher (fifth grade literary) is defined as: The second year of the preparatory stage in Iraq, where the duration of the study is three years, and students in this stage specializes in literary materials without scientific and aimed at giving information and scientific knowledge, including (history, geography, Arabic language , ... etc).

Literature and Texts: -

- Literature: (Language): -

According to the Arabs’ tongue to Ibn Manzoor: -

Literature (which the writer disciplines from the people, called literature because it disciplines people to Muhammad, and forbids them from the ugliness, literature continued to pray) (Ibn Manzur, 1999: 93)

Idiom: -

It (science examines the origins of language, and traces its phenomena and factors of renaissance or fall, and also shows the political exploits of distinguished men of language and literature, and study the effects of the environment in the linguistic and literary production of these). (Dulaimi, Waeli, 2004: 124)

Texts: (Language)

(The text did the thing, the text of the hadeeth provided by the text, lifted, and all that has been shown text. Amr bin Dinar said: I did not see a man to talk from the syphilis any raise him and he said: I raised it. (Ibn Manzoor, 1999: 648)

Idiom: -

Texts: (are short pieces of poetry or prose taken from the repertoire of Arab literature to achieve certain goals (Al-Dulaimi, Waeli, 2005: 227)

The procedural definition (for literature and texts): are literary pieces of poetry and prose included in the book of literature and texts to be taught to students of the fifth grade of the first semester 2018-2019 and for the two control and experimental groups.

The skill of dialogue known both: -

1. (Omar, 2000): “A method of education based on interviewing the opinion and the argument against the argument for the purpose of changing the

opinion of the opposition and make him convinced of what he sees from the facts.” (Omar, 2000: 199).

2. (Atabi, 2003) as the way the teacher with his students, by allowing them to dialogue by asking their questions and opinions and listen their answers to the questions asked by the teacher, in an atmosphere of freedom to achieve the objectives of teaching. (Atabi, 2003: 16).

Procedural definition (dialogue skill): is the correct behavior of the talk in which speech is circulated in an equal manner, it does not account for one without others, and is dominated by calm and distance from the adversary, which (researcher) wants to develop a model of structural learning when used in the teaching of literature and texts Experimental group students have the length of the experiment in the current search.

Theoretical framework and previous studies

Structural learning model:

This model has been given different names in several studies, including: The Constructivist Learning Model (Yager (1991)), or The Constructivist Oriented Instructional Model to Guide Learning

It adopted the term Susan Loucks-Horsley et, al (1990), which was developed in the model to become present.

The constructive learning model emphasizes linking science with culture and society, and seeks to help students build their scientific concepts and knowledge through four stages drawn from the three phases of the learning cycle (concept exploration, concept extraction, application of the concept). The stage of proposing interpretations and solutions, and the stage of decision-making, each has two aspects: science and culture. (Najdi and others: 2005: 294-295) (Ghafari: 2006: 11)

The stages of the constructivist learning model were based on constructivist philosophy in building the learner’s scientific concepts through mental processes, and on the methods learned by specialists and working in science and culture.

These stages proceed in a sequential manner in the course of the lesson, they start advocacy and end up with decision-making, and they are overlapping and complementary with each other and with science and culture, and interact with them through investigation and problem-solving, not to mention that it facilitates the learning process in a dynamic and rotational, so The course of the lesson depends on the educational situation and learning if very new - the emergence of a new skill - will lead to a new invitation and then to the continuation of the course.

Advantages of the Structural Learning Model:

The constructive learning model has several advantages including:

- 1 - makes the learner the focus of the educational process by activating its role, the learner discovers, researches and carries out activities.
- 2 - gives the learner the opportunity to represent the role of scientists; and this develops a positive trend towards science and scientists, and towards society and various issues and problems.
3. Provides the learner with the opportunity to practice basic and integrated science processes.
- 4 - gives the learner the opportunity to discuss and dialogue with fellow learners or with the teacher; which helps to grow the sound language of dialogue and to make it active.
5. The constructive learning model links science and technology, giving learners an opportunity to see the importance of science to society and the role of science in solving community problems.
- 6 - makes learners think in a scientific way; This helps to develop scientific thinking for them.
- 7 - gives learners the opportunity to think of as many solutions as possible to a single problem; which encourages the use of creative thinking, and as a result its development among students.
8. The constructive learning model encourages group work and collaborative learning, which helps to develop the spirit of cooperation and work as a team of learners. (Era: 2001: 33)

Structural learning conditions:

Some of the most important conditions of structural learning are the following:

- 1- Encouraging students to become independent and express their opinion and initiative.
2. Students interact with each other and with their teacher.
- 3 - Flexibility in the presentation of the content of the lesson to allow students to grow their thinking.
4. Taking into account the learning environment (Najdi et al.: 2005: 299)

The role of the teacher from the perspective of constructivism:

The role of the teacher defined by the constructivist theory is as follows:

- 1 - teacher provided: any offers a range of activities and alternatives to students and not a transfer of knowledge.
- 2 - Teacher Observer: Any works in a formal and non-formal way to explain the ideas of students
- 3- The teacher presents questions and gives problems.
4. The teacher is an environmental organizer: that organizes what students

do carefully and accurately.

5 - Teacher assistant to the occurrence of public relations: any encourages cooperation and the growth of human relations.

6 - teacher reference for learning: any experience that gives it to those who want to benefit.

7 - Teacher Builder theories: which helps students to make links between their ideas (Najdi and others: 2005: 402 - 404)

Steps of building a lesson according to the structural perspective (model of constructive learning):

The lessons in the different subjects are constructed according to the structural perspective by following the following steps:

1. The stage of advocacy (presentation of the problem): The lesson starts from a problem related to learners, or some questions that invite students to think.

2. Exploration phase: At this stage students compare their ideas and work in groups, so that each group different activities, and at this stage is a combination of science and technology, so emerges the use of science in the service of society and solve problems.

3. The stage of proposing and presenting explanations and solutions: At this stage learners submit their suggestions for interpretations and solutions.

4. Decision-making stage (solving the problem): In this step, the appropriate solution to the problem is reached and implemented.

Dialogue skill

The age and society in which we live is characterized by the age and society of knowledge and the scientific revolution with its various cultural and technical applications, which require the human being living in this age to think and select words, phrases and ideas, and to present them appropriately and reasonably, and requires him to think and plan what he will say even He can communicate and communicate with others, and because man is a social being who cannot live in isolation from people, he must live through continuous communication and communication through various dialogue processes. Dialogue is one of the most important foundations of social life and the necessity of its necessities. See about their needs and desires and inclinations and feelings, and attitudes and problems, and the dialogue of human means to develop his ideas and experiences and prepare for the tender, creativity and participation in the achievement of a civilized life as through which you communicate with others and interact with them. (Training Program, 2008: 2)

The individual can communicate with those around him using dialogue arts language and dialogue, whether by listening or talking or reading and writing, that is, the individual communicates and dialogue with Those who are around him are either a sender, he speaks, he writes, or he is heard and read (Abdul Karim et al., 2008: 8).

The concept and importance of dialogue

Dialogue in language: means revision, and dialogue means review the speech and be between two parties on a specific topic and can be between more than two parties or with the self.

Dialogue in the term: is a kind of talk between two people or two groups in which the speech is circulated in an equal manner does not account for one without the other and is dominated by calm and away from rivalry and intolerance, and dialogue is a form of talk where people try in good faith to reach different points of view Reaching a new understanding is the opposite of the debate, and the dialogue seeks to discover a new meaning that was not complete for any of the participants in the dialogue. (Abdul Basit, 2011: 2)

Dialogue may turn into controversy when rivalry intensifies and conflict occurs between the parties to dialogue if each party wants to compel his opponent and force him to accept his opinion, and dialogue may turn into a debate when the frequency of speech between two parties each seeks to correct his words and invalidate the words of his interlocutors, and there are a number of terms often Use with or substitute for the term dialogue (discussion, discussion, negotiation, argument, argumentation, opinions, debate). (Sheikhli, 1993: 23).

The importance of dialogue is due to the fact that it is one of the components of the positive personality, as the dialogue gains the most when it is a positive dialogue, and on this basis should be positive interlocutor, and possess a set of qualities and skills before the dialogue begins

1. Faithful attributes such as:

- Going to God to pray and reconcile in things.
- Honesty to speak.
- Good and honest faith.
- Relying on Allah Almighty in matters.

2. Kinetic skills such as:

- Understand the nature of the interlocutor and the level of understanding of things.
- Awareness of the nature of time and space and the surrounding environment and society.

- Determine the exact goal of the dialogue.
- Discuss his negative thoughts and respond to them.
- Balancing the gains and damages of the expected dialogue.

3. Cultural skills such as:

- Knowing everything about the matter or dialogue and knowing everything about everything (general culture).
- Good knowledge of the topic of dialogue.
- Good coordination of ideas, arguments and proofs.
- Presentation of support gradually and the adoption of the principle at the end of the dialogue.
- Start the dialogue with the Muslim and does not start pronouncing the dispute.
- Ascending and descending to the level of axes.

4. Congenital skills such as:

- Flip screen and good listening.
- Not to resort to the exclusive talk and review in speech.
- Respect for the other party, whatever his level, status, age or level of understanding.
- Recognize the mistake of winning hearts is better than winning positions.
- Not to anger. (Fathi: 2010: 19)

The researcher believes that the skill of dialogue is one of the most important skills without which a person may fail to communicate positively with others, and to exchange ideas with them, and to strengthen their social ties and benefit from what they have.

Objectives of the Dialogue

Al-Baghdadi (2010) stated that dialogue has many objectives.

First, the purpose of the dialogue is to explain the point of view and the data on which it is based and at the same time openness to the other to understand his point of view and then to understand with him, because understanding

Without mutual understanding, dialogue is the way to understand the facts and facts of the positions of the two interlocutors and then to understand them.

Second, dialogue with the other is a discovery of the ego and a bright light on the gaps and shortcomings that are not without a human figure.

Third: One of the objectives of the dialogue is to introduce the other to a point of view that he does not know and to try to convince him that it is better in a position that he denies or denies. Without it, the mind stagnates and loses its thirst for knowledge. (Baghdadi) *

Conditions for effective and positive dialogue

Effective dialogue is one of the educational methods that everyone seeks to develop in society to educate, guide, guide and protect young people from all kinds of intellectual and cultural invasion, which has been felt by some young people. And their desires and problems in a convincing and useful way.

The most important basis for effective dialogue is that the dialogue is beneficial and useful so that the interlocutor is ready to exchange views and ideas with others in order to reach the best possible alternatives. Each party accepts the possibility that his point of view is wrong and willing to modify it in the light of the evidence and information used and avoid offending others no matter how severe the dispute with them. He has strong evidence and arguments, and the courage to disavow his opinion if proven wrong, and to be careful in choosing the words and phrases that express his opinion (Al-Sheikhli, 1993: 42)

In order for dialogue to take place, there must be conditions of profound love for the world, life and people, and the lack of superiority with hope, as well as the necessity of dialogue strong human faith, confidence in his abilities and freedom from slavery, control, and mutual trust between people. There can be no dialogue without a critical thinking that does not separate man and the world around him or between thinking and practice by looking at the truth as an ongoing process and not a static thing. (Al-Bermani, 2003: 241)

* Maram Al-Baghdadi, Al-Hiwar Library (2010), on the website

WWW.MANHAL.NET

previous studies

First: Studies in Structural Learning:

1- Study: (Windschit & Andre, 1998)

The study aimed to investigate the effect of using the constructive learning model on the conceptual change among university students and the use of computer as an educational method in teaching anatomy and physiology.

The researcher selected a sample of (225) new students, and students of the second level, who are studying any course of biology courses at the Mid-western University in Washington, and they were divided into two experimental groups studied using the constructive learning model, and a control group studied in the usual way. The researcher applied a test consisting of

(24) items divided into six conceptual areas, and each region represents one of the concepts of the subject of blood vessels. Talking conceptually six, while differences were not found in the other four regions. It also noted that individuals with advanced cognitive perceptions are learning more through a model constructivist learning.

2- The Study of Al-Bawi and Khaji (2006)

This study was conducted in Iraq, and aimed to identify the impact of the use of constructivist learning models and Posner in modifying the misconceptions of some physical concepts among students of teacher training institutes and their attitudes towards material.

I was prepared for the researchers to choose one of the two divisions randomly to be the first experimental group was Division (A) and the number of students (28) students, and thus Division (B) the second experimental group and the number of students (27) students.

The researchers were keen to verify the equivalence of the two research groups in the academic achievement and test of the previous physical information and the test of intelligence and chronological age in months.

The scientific material was specified in the second and third chapters of the physics textbook for the third grade / Institute of teacher training.

In the light of the contents of the second and third semesters of the physics book / third grade / teacher training institute and based on the behavioral goals that were returned, the researchers prepared (24) teaching plan for each experimental group based on On the available literature on the models of constructive learning and Posner and how to use them to modify misconceptions, and models of these plans were presented to a group of experts and arbitrators.

The researchers prepared two tools: pre- and post-test of concepts. And the measure of the trend towards physics. The conceptual test (20) included a paragraph with four optional alternatives, one of which is a valid one, while the rest of the alternatives represent misconceptions about the concept that the paragraph measures. The measure of the trend towards physics is the second tool for this research. The researchers used the following statistical methods: T-test for two independent samples, T-test for two correlated samples, Pearson correlation coefficient, Spearman-Brown equation for correction, Rollon equation and Cooper equation.

After correcting the answers of the members of the sample to test the concepts and measure the trend towards physics were analyzed statistically in the light of the research hypotheses, and show the effectiveness of using the constructive learning model.

Second: Studies in the skill of dialogue:

1. Study (Shukuri, 2013)

The aim of the research is to determine the effectiveness of the five-cycle learning strategy - the Baby Model - in the achievement of the fourth grade literary students in Arabic grammar and develop their dialogue skill. Two randomly selected preparatory and secondary schools comprising two or more divisions of the fourth literary grade. The final sample consisted of (82) students. The experimental and control groups were statistically rewarded in a number of variables.

The researcher identified the topics to be studied in the experiment, and formulated (63) behavioral objectives, presented to a group of specialized experts, the researcher prepared a post-test in the light of behavioral objectives and content of the subject, consisting of (41) paragraphs of multiple choice type, has been found The researcher prepared a measure of the skill of the dialogue consisting of (39) paragraphs, which included a set of situations and problems and put to answer them triple weights of assessment asking the respondents to read the paragraph and then choose the answer that applies to them more than the other. And paragraphs analysis Output of the discriminatory force for each paragraph, and then according to the stability of the test in the mid-fragmentation method, the researcher prepared teaching plans for each lesson of the experimental group and the control group, and using T-test for two independent samples, and T-test for two interconnected samples The experimental group (boys and girls) that studied the subject using the five-cycle learning strategy - the Baby Model - on the control group (boys and girls) that studied the same material in the traditional way in the achievement test, there are no statistically significant differences between the experimental group (Ben Yen and Daughters) studied the subject using the five-cycle learning strategy - the Baby Model - and the control group (Boys and Daughters) who studied the same subject in the traditional way in the telemeter of dialogue skill.

In light of the results of the research, the researcher concluded that the strategy of the five-year learning cycle - the Baby Model - had an advantage over the traditional method where it had a clear and statistically significant effect in raising the level of achievement of fourth grade literary students in Arabic grammar.

2- Study (Omari, 2017)

The present study aimed at investigating the effect of using virtual classes on the development of dialogue skills, academic achievement and course orientation among students of the Faculty of Sharia at Qassim Uni-

versity.

The researcher has prepared experimental processing materials, such as observation card, achievement test in dialogue skills, and a measure of trends, and the researcher relied on the quasi-experimental approach to detect the effect of teaching using virtual classes in the development of dialogue skills, achievement, and direction towards the course. The experimental two-control group, the experimental, with the use of pre and post measurement.

The sample of the study was (86) students, including (2867) students who studied in the course of dialogue in Islam as an experimental group, and (45) students studied the course using virtual classes, and the number (2882), and their number (41) students studied. In a regular classroom fashion.

After the application of study tools, experimental processing materials, and analysis of the results, the researcher reached the most important results: the effectiveness of the use of virtual classes, in the development of dialogue skills, students of the Faculty of Sharia in the Qaseem University, the effectiveness of teaching using virtual classes on student achievement, the effectiveness of teaching using virtual classes In the direction of the course, the study recommended the need to use virtual classes; in teaching because of its impact in giving students in the faculties of Sharia different dialogue skills, the present study has provided some educational content, and practical applications, which can benefit from A, with regard to the education skills of dialogue.

Research methodology and procedures

First: the choice of experimental design: Since the current research aims to verify the effectiveness of the constructive learning model in the collection of literature and texts and the development of the skill of dialogue in the fifth grade literary students, the researcher chose one of the designs of partial control, which is the design of experimental and control groups and the tests before and after, and scheme (1) Illustrates it.

Post-test	Independent variable	Tribal Test	The group
Achievement and skill of dialogue	Structural Learning Model	The skill of dialogue	Experimental
			Control

Second: Determination and sample of the research community:

The current research community is the fifth grade literary students in secondary and preparatory schools in the province of Salah al-Din, and by intentionally the researcher chose the Department of Education Tikrit, the researcher randomly chose a junior high school boys to apply his study, which includes two divisions of the fifth grade literary, namely: (A, B) Students (64) students, students of one of the two divisions (A) Division (32) students were randomly selected, to represent the experimental group that studies literature and texts according to the model of structural learning, while the students of the second division, Division (B) adults The number (32) students control group that studies the money Failure students in both groups were statistically excluded, while staying in the classroom in order to maintain the school system, the researcher was able to limit the students of the current study sample to 59 students in the two groups by 29 students in the experimental group, and 30 Students in the control group.

Third: Equality of the two study groups: The researcher was keen to conduct a process of parity between the two study groups (control and experimental) statistically in the variables that may affect the results of the experiment, and these variables are (IQ test scores, pre-test scores in the skill of dialogue, final Arabic scores for the academic year Previous 2017 - 2018, chronological age calculated in months (as in Table 1

Table (1)

T value		The degree of freedom	Control group(30)		Experimental(29)		The group Variables
Calculate d	Table		standar d deviatio n	Arithmeti c mean	standar d deviatio n	Arithmeti c mean	
1,22	2,000	57	5,22	33,00	5,58	34,72	Intelligence
0,93	At a level of significance 0,05		8,09	47,00	7,48	48,00	The skill of dialogue
0,03			10,38	65,40	9,48	65,48	Collection for the previous year
1,27			2,73	196,70	2,16	197,51	The chronologic al age

IV- Controlling extraneous variables: For the purpose of maintaining the integrity of the application of the experiment, and in order to reach reliable results, the researcher tried as much as possible to control some extraneous (non-experimental) variables, by isolating these variables and fixing their effect in the two research groups before and during the experiment. The factors that will be adjusted (history, associated accidents, maturity processes, selection of sample members, abandonment (experimental extinction), measuring instruments, individual trends, experimental procedures: For the purpose of reducing the impact of this factor during the course of the experiment follow the researcher the following: - Confidential research, course material, teaching, Tuzi Quotas, school building, teaching aids, duration of the experiment)

Fifth: the formulation of behavioral objectives: The researcher formulated the behavioral objectives and distributed them on the subjects of educational content, where the number of behavioral objectives formulated by (105) behavioral goals, and distributed at the six levels of the knowledge domain of the classification of Bloom (behavioral goals).

Sixth Teaching Plans: The researcher presented the plans he prepared to the group of experts and specialists in the curricula, and methods of teaching Arabic language, to solicit their opinions and observations, to improve the formulation of these plans and make them sound to ensure the success

of the experiment, and in the light of the experts' observations and guidance For implementation.

VII: Search tools

Achieving the objectives of the research and its hypotheses requires the preparation of two tools: - Achievement test, and the measure of dialogue skill.

First: Achievement Test: Since the requirements of the current research is to prepare an achievement test that is used to measure students' achievement at the end of the experiment, according to Bloom's classification in its six levels (remembering, understanding, application, analysis, synthesis, and evaluation), in the light of scientific material and specific behavioral objectives. Taking into account the conditions of the test to achieve honesty consistency, comprehensiveness and objectivity, the researcher prepared a post-test achievement as follows:

1- Table of specifications (optional map): The researcher identified (50) paragraphs and formulated according to the weight of its importance of content and behavioral objectives, and according to the six levels of Bloom's classification in the cognitive domain (remembering, understanding, application, analysis, synthesis, and evaluation) as follows: - Hey.

Number of lessons per class

$$\text{- Content weight} = \frac{\text{Number of lessons per class}}{\text{Total number of lessons}} \times 100$$

Total number of lessons

Number of goals per level

$$\text{- Weight of behavioral goals} = 100$$

Total number of goals

$$\text{- Number of paragraphs at each level} = \text{weight of content} \times \text{weight of objectives} \times \text{total number of paragraphs}$$

2. Formulate test paragraphs

For the purpose of measuring the achievement of students of the experimental and control groups in the literature and texts, the researcher prepared an achievement test in the light of behavioral objectives and levels and what the specific article of the experiment contains. The final test included (50) paragraphs, and the researcher formulated the test of the type of selection from multiple, It is one of the most common types of tests, because it is of high validity in the sense that the test measures exactly what is being measured.

3 - Validity of the test: The researcher verified this type of honesty through the procedures he has done from formulating the behavioral objectives of

the content and building the test paragraphs in the light, and then presented to a group of experts and arbitrators in the Arabic language and methods of teaching, and educational psychology, measurement and evaluation and Arabic language supervisors. The researcher took an agreement rate (80%) and more standard to accept the paragraph or not, as all paragraphs got this percentage and more, and has been adjusted. Some formulation Paragraphs so check the test honestly.

4- Statistical analysis of the test items

A- The exploratory sample: To know how long it takes to answer the test, the clarity of its paragraphs, and uncover the mysterious ones, the researcher applied to a sample of fifth grade students from the same research community. The number was (40) students after the researcher confirmed from her teacher that he had been explained. All test subjects were selected, after the test day was determined in agreement with the teacher of the subject was tested on Wednesday, 24/4/2019 and through the exploratory experience it became clear to the researcher that the test clauses and answer instructions were clear and understandable to students, has been verified by Note the researcher to the few queries addressed by students ho Paragraphs during the response, and then by the time it takes to answer the paragraphs of the test by recording the time taken for each student from the exploratory sample adult students (40) students, the average answer (40) minutes.

B- Sample Analysis: To identify the level of difficulty and discriminatory strength of the test items, the researcher applied the test to a second sample in order to analyze the test paragraphs consisted of (250) students, distributed over a number of schools in the Directorate General of Education of Salah al-Din. It was agreed with the school administrations and teachers. On the identification of test days, after the test, the researcher corrected the papers and collected the scores were arranged in descending order, taking the upper 27% and the lower 27%. The number of students in each group was (68) students. Then the statistical analyzes were conducted as follows: Parameters difficulty factor: The researcher extracted the difficulty level of each paragraph of the test paragraphs and found that it ranges between (0.48-0.75) and since the test paragraphs are good paragraphs as the level of difficulty ranges between (0.30-0.80) (return, All test passages are therefore good and their level of difficulty is acceptable.

2 - the strength of distinguishing test paragraphs: The researcher adopted the same statistical analysis sample scores by calculating the number of correct answers from the upper and lower group, and when calculating

the discriminatory strength of each paragraph of the test found that they range between (0.30-0.48) and see EBEL (Test paragraphs are good if their distinction strength is (0,30) and above.) This means that all test items are good, acceptable and all retained (EBel, 1972, p: 400).

3. The effectiveness of wrong alternatives: In multiple-choice questions are possible alternatives to answer them and there is one alternative is the correct answer, and it is assumed that the other alternatives represent possible answers and they attract some vulnerable students in the sense that any alternative of the wrong alternatives are tested by a student At least one or at least 5% of students, the majority of whom are in the lower category. Alternatives that do not attract one or very few of them are ineffective and preferably substituted as we find in the alternatives that attract more students from the upper group than it attracts Of the lower group students

5- The stability of the test: For the purpose of finding the stability using the mid-split method, the test was re-applied to the exploratory sample of (30) fifth grade students. Correct the equation (spearman-brown) and reached (0,86), which is a good stability coefficient.

6- The final image of the test

After the completion of the statistical procedures related to the test items, the test is ready in its final form, which was represented by (50) test items of multiple choice type.

Second: the skill of dialogue

The second objective of the current research is to know the impact of the constructive learning model on the development of dialogue skill, and it was necessary to create a test measuring this aspect applied before and after the members of the research sample.

The researcher reviewed a set of literature, programs and standards related to dialogue. A triple estimate is (always, sometimes, and never) in which the respondent is asked to read the paragraph and then choose the answer that applies to him more than the other and find it appropriate for him, and the number of paragraphs developed by the researcher in its initial form (35) paragraph.

The validity of the scale: For the purpose of verifying the validity of the scale, the researcher presented it to a number of arbitrators with competence in this field, and in the light of their opinions and observations, some paragraphs were redrafted and amendments were made to others. The researcher considered the paragraph valid if it received an agreement of 80% or more. Therefore, five paragraphs of the scale were deleted and the number of remaining paragraphs was 30 before finding the discriminatory

power of the paragraphs.

The research sample randomly selected (30) students of the fifth grade literary students in Ibn Al-Mutam Secondary School for Boys, and applied the scale on them (16/2/2019), it was found that the formulation of paragraphs The instructions of the answer are clear and according to the time it takes to answer, the average response time for the paragraphs of the scale (30) minutes.

The discriminatory power of the paragraphs of the scale: For the purpose of finding the discriminatory power of the paragraphs of the dialogue skill measure, the researcher applied the scale to a sample of preparatory and high school students of Salah al-Din, which includes the fifth grade literary and the sample consisted of (150) students. (Always), (2) two degrees of answer (sometimes), and (1) one degree of answer (never). He then ranked the scores obtained by the students in descending order and then took the highest (27%) and the lowest (27%) and thus the number of members of both the upper and lower groups (82) students, and using the T-test of two independent samples to calculate the differences between the two groups in the scores of each paragraph The calculated T value of the paragraphs ranged from (4,475 - 7,869) and it turned out that all the paragraphs were a function of any characteristic because their calculated T value is greater than the tabular T value of 1,98. The degree of freedom (80) and the level of significance (0.05).

Stability of the Scale: To find the stability of the scale, the researcher used the mid-segmentation method by applying it to the survey sample of (50) students. After correcting the correlation coefficient with Spearman-Brown equation, the coefficient of stability of the scale (0.71), which is a good coefficient of stability and is an indicator of the stability of the scale (Al-Nabhan, 2004: 247)

View and interpret results:

First: The first zero hypothesis test which states: - "There is no statistically significant difference between the average grades of students studying literature and texts in the constructive learning model, and the average grades of students who study the same material in the traditional way in the achievement test".

After applying the post-achievement test to the members of both groups at the end of the experiment period, the students' grades were statistically treated to determine the differences between the mean scores of the two groups in the academic achievement. To control the significance of the differences, the researcher used the T- test for two independent samples. The

results were as shown in Table (2).

Table (2)

T-test results to indicate the difference between the average grades of students of the two research groups

In the achievement test

At a level of significance 0,05	T value		The degree of freedom	standard deviation	Arithmetic mean	Number of sample members	The group
	Calculated	Table					
Statistical function	2	3,77	57	5,27	35,72	29	Experimental
				5,93	30,20	30	Control group

It is clear from Table (2) that the calculated T value was (3.77) is greater than its tabular value (2) at the level of (0.05) and the degree of freedom (57) and this means that there is a statistically significant difference between the average grades of students in the group The experimental group and the average grades of control group students in favor of the experimental group, thus rejecting the first zero hypothesis.

The second null hypothesis test which states that: There is no statistically significant difference between the average grades of students studying literature and texts in the constructivist learning model, and the average grades of students studying the same subject in the traditional way in the post-test of dialogue skill.

To verify this null hypothesis, and to know the significance of the difference in the total score of the two groups (experimental and control), the researcher used the following selection ((t-test for two independent samples). Standard (4,88) and the average score of students in the control group (54,16) and standard deviation (9,35), and table (3) shows this.

Table (3)

Arithmetic mean, standard deviation, T and calculated and tabulated grades of students in the post-dialogue skill scale of the two research groups:

At a level of significance 0,05	T value		The degree of freedom	standard deviation	Arithmetic mean	Number of sample members	The group
	Calculated	Table					
Statistical function	2	11,91	57	4,88	77,44	29	Experimental
				9,35	54,16	30	Control group

Interpretation of the results:

The results showed that the experimental group students who were taught through the constructive learning model were superior to the control group students who were taught in the normal way in the achievement test. The reason for this is what the researcher considers to one or more of the following reasons:

- 1 - The constructive learning model of modern teaching models that led to the interaction of students with the subjects of study, and increased activity;
- 2 - The subjects studied in the experiment may be one of the subjects that can be taught according to the model of constructive learning.
3. The constructive learning model helps to attract students' attention, arouse their interest in the lesson, and not distract them.
- 4 - The preparatory stage may be one of the stages of study whose teaching is suitable according to the constructive learning model.

The results of the research are consistent with what is called by some literature in making the learner at the center of the teaching process, it is the successful teaching process that begins and ends the learner.

Despite the differences in the environment, schooling, sex, etc., the results of the research are consistent with the results of most of the previous studies.

Conclusions:

In the light of the research findings reached by the researcher puts the following conclusions:

- 1 - the preference of teaching the model of structural learning to teach literature and texts and raise the level of academic achievement for fifth grade literary students.
- 2 - The fifth grade literary students accept the study according to modern teaching models when studying the literature and texts.
3. The skill of dialogue can be developed when teaching using modern teaching models, especially the constructive learning model.

Recommendations:

In the light of the findings and conclusions reached by the researcher can come up with the following recommendations:

- 1 - Confirm the use of the model of learning constructive learning in the teaching of literature and texts in the preparatory stage because of its role in achieving the objectives of teaching the material to raise the level of information collection.

2 - Preparation of teachers preparation that makes them able to teach according to modern models in the teaching of the Arabic language, including the model of structural learning.

3- Conducting in-service training courses for Arabic language teachers in the preparatory stage to train them on the use of educational models, including the constructive learning model.

4 - Include educational models, including the model of constructive learning in the curricula of the Arabic language and methods of teaching in the faculties of education.

Proposals:

To complete the following research, the researcher suggests conducting a similar study to the current study in:

1. A similar study to the current study at other stages of study.

2. Study similar to the current study in other subjects.

3 - a similar study to the current study in other dependent variables such as critical thinking or the trend towards matter. .

4 - a similar study to the current study in the correction of concepts with a misconception of the fifth grade literary students.

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