



RESEARCH ARTICLE

Teaching Geography with Active Learning, The power of thinking Strategy is a Model

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ABSTRACT

Active learning derives its methods and strategies from contemporary global and local variables. It is a response to these changes that require reconsidering the roles of the teacher and the learner, which called for shifting the focus of attention from the teacher to the learner and making the learner the focus of the educational process. The application of active learning requires a change in the roles of the teacher and the learner, by activating their roles, as the learner is the focus of the educational process. Active learning transforms his role from negative to positive. After being a passive recipient, he turns into a positive and active participant with his ideas and abilities in reaching information, processing it, and benefiting from it. The role of the teacher also changes from a prompter, speaker, and transmitter of information only to a guide and facilitator of the educational-learning process. In this regard, the strategy of thinking power has emerged that contributes to adapting the learner's mental attitude. Although this adaptation requires effort and practice, it rids the individual of the mental obstacles that limit his thinking and effectiveness, which leads him to liberate his thoughts in harmony and agreement. It is also well-established programming. It has made thought a reference for the mind that the individual uses internally and externally, and it is acquired from the family environment, the social environment, school, friends, and the learner's self-programming.

INTRODUCTION

Modern times have been characterized by continuous change and accelerated development in all spheres of life as a result of scientific and technical progress and information explosion. (Shyya, 2024:241) ,This development requires that it be accompanied by development and diversity in teaching methods and strategies that activate the student's role and make him an active participant and seeker of information, It helps him acquire a lot of mental, motor and social skills, and develops his higher thinking skills In spite of this development, our schools in Iraq still suffer from poor attainment Especially in geography because of their reliance on the traditional method that requires conservation and demonstration without understanding, This makes the student negative

depends on the subject's automatic preservation and retrieval when needed, The role of the teacher is concentrated by explaining, meeting and transmitting information to the minds of the students. (Sweidan, Abdel Reda, 2022: 43)

According to the researcher, one aspect of this weakness may be due to the loss of modernity in teaching methods, attributed by the study (Moussaoui 2020) to the lack of the necessary possibilities to apply modern teaching methods with poor teachers' familiarity with modern strategies and models and steps to apply them. The large number of students also hampers the application of modern methods. (Moussaoui, 2020: 71-72)

The importance of research

The world is undergoing an era of scientific racing and technological conflict. This evolution and change in all spheres of life have imposed a new situation on education by the need to review its objectives and programmes, organize its institutions and methods of work, diagnose aspects that require change or development, and propose alternatives in the methods and methods used in accordance with scientific rules that are a part of their worth and nature. (Atiyah, 2010, 247) Education is a means of communication that conveys the culture of society and armors it with science and knowledge, (Sindhi, Jasem, 2020:423). The education aims to develop the learner's personality in cognitive, skilled and emotional aspects to meet the different requirements of life. (Dara, 2020:446). The curriculum is the instrument of active education and the general framework of the educational process and the broader approach encompasses all activities of learners, It has also become representative of all the experiences that the Educational Institute is preparing by planning a precedent. taking into account learners' tendencies, desires and the needs of their community and thus their progress within the school and reflecting their performance outside it, With a view to achieving the comprehensive development of their personalities and assisting them to face problems in their school and community life, so that they are effective and beneficial members of their society (Zidane&Anwar, 2016:13) , The educational process without a curriculum remains incomplete Because the curriculum determines the path to learning, academic specialization, and the skills required to be mastered. (Jabbar & Muhammad 2018: 222) A number of conferences called for the development of teaching and learning processes through the use of modern strategies and methods of teaching, including the first virtual international scientific conference of humanities of the faculties of basic education at the University of Al-Mustansiriya and the University of Dhi Qar in 2020. (University of Al-Mustansiriya, 2020:3)

Educational activities constitute so-called teaching methods, teaching strategies, teaching methods, teaching patterns, display techniques and education, It is organized in the form of steps, and extends in these steps educational activities and different learning sources classroom, school and environmental. (Jabouri, & Sa 'adi, 2020:341) Social subjects occupy an important place among study subjects because their general theme is the study of human beings, and the study of human relations in their various dimensions in their past and present, in their local, national, national and global context. (Al-Amin & others, 1997:6) Geography develops a demand for accurate thinking and observation and helps them to explore and analyze geographic phenomena, to demonstrate their occurrence, and to practise adjudication and explanation as best practices. (Katawi, 2007:23), Educational goals cannot be achieved except through the use of modern teaching methods, methods, and models that arouse the student's interest, develop their inclinations, give them freedom and cooperation among themselves, and help them keep information in their minds for a long period of time through the use of modern teaching methods. (Al-Rubaie, 2022: 50) Since traditional teaching methods are not adequate and do not achieve educational objectives, Educators have therefore proposed teaching strategies to facilitate learning requirements, including active learning strategies. education ", which educators have paid increasing attention to, because it simply raises the motivation of education. and, to a large extent, that education is conducted in a

lovely atmosphere free from stress and anxiety education ", which is aimed at increasing students' educational attainment and scientific assimilation. (Marei & Alhila, 2005:84), Active learning allows students to speak, pay attention, imagine, and reflect deeply, using modern technologies and multiple methods to solve the problems facing the student. (Hammadi, 2022: 26) An active learning strategy is the Force of Thinking Strategy, which has emerged as one of the most important forces a learner possesses to his or her other psychological, health and physical forces, where this force plays an important role in activating the knowledge of the learner, opens the mind and open. With this expression, an individual feels his or her body and is effectively influenced by the idea to act on that feeling. (Al-Balaoui, 49:2011) The effectiveness of teaching is measured by the extent to which educational and educational objectives have been achieved, whether private or public, in the light of a particular subject previously studied by the student. The student has taken care of the educational achievement as it reflects the student's mental activity. This is the main indicator by determining his or her educational and academic level. (Al-Khalidi, 2008:89) The preparatory level is an important stage of education in the learner's life as it represents the stage of knowledge and mental preparation and qualification for his university studies on the one hand and providing him with appropriate thinking skills on the other hand that will make it easier for him to cope with daily life situations. (Al-Mousawi, 2020: 70)

Identification of terms

Active learning

a way to teach students in a way that allows them to participate actively in activities within the classroom, so that such participation takes them beyond the role of a passive listener who essentially takes notes, to the person who takes the lead in various activities with colleagues during the educational process within the classroom. (Saadah, 29:2006)

Strategy (Force of Thought): A strategy that helps students to take feedback and ideas when they read the subject's content, classify information and accommodate key and detailed ideas. (Mohammed, 1996:54)

Geography: Science that examines and analyses the interrelationships between man and his natural environment and the resulting effects in the political, economic, social and cultural fields. (Al-Shawaili, 2015:18)

Theoretical aspects

Active Learning Concept

Is an effective teaching strategy used to make learners relate to the contents of developing competencies, building skills other than acquiring information on their own, and that learners learn better when they relate and participate effectively in their learning (Judy & Karen, 2004; 18). It is also defined as one way of teaching and learning: learners participate in activities, exercises and projects very effectively through a diverse educational environment with a teacher who encourages them to take responsibility for education themselves under his scientific and educational supervision. (Rifai, 53:2012)

Active Learning Objectives

The aims of active learning are as follows:

- 1- Provide learners with higher thinking skills and problem-solving skills and enable them to apply them in learning and in life.
- 2- Increase learners' ability to understand, build meaning and receive knowledge.

- 3- Develop positive trends in learners towards learning and encourage them to explore their trends and values.
- 4- Developing an internal motivation for learners to motivate them to learn.
- 5- Encourage learners to participate in and pursue their learning goals.
- 6- Encourage learners to acquire interaction, communication and collaboration skills with others.
- 7- Enabling learners to work creatively. (Awad & Zamel, 2010:25)

Importance of active learning

Active learning is important

- 1- It helps the learner to learn well, it is a component of different methods and activities that support the learner in his learning.
- 2- Help learners learn information, ideas and academic, social and creative skills according to an integrated framework.
- 3- It makes the educational atmosphere a fun atmosphere and makes it a receptive atmosphere for learners.
- 4- Develop different learners' abilities, such as ability to debate, decision-making and other personal abilities.
- 5- Help develop curricula according to methods consistent with students' abilities and potential.
- 6- It is a challenge for teachers in terms of choosing educational activities that are appropriate to the educational situation, and helps teachers in choosing goals that are commensurate with students' abilities and abilities. (Masalha & abo alHajj, 2016:24)

Components of the educational process in active learning

Learner

The learner in active learning is positive and dynamic. He is at the centre of the whole educational process. He participates in the work system and sets his rules within or outside the classroom. He is involved in setting educational goals for what he will study and learn, and learns according to his own speed. (Ha 'idah, 2006:27) He is a researcher, participant, interpreter, reader, writer who asks questions and discusses, has a great deal of self-management that holds him very responsible for learning and learning others, collaborating with his peers and looking for the opportunity to learn him. (Badr & Nasser, 2022:542)

Teacher

In active learning, the role of the teacher is to guide and guide the educational process. He does not control the educational attitude, but he manages the educational attitude and directs his students towards his purpose. This requires him to learn the skills of asking the question, managing discussions and designing interesting educational attitudes for learning.

An active teacher is defined as a "teacher" with a set of cognitive characteristics that includes the teacher's cognitive outcomes, mental abilities and teaching strategies he uses, and a set of personal characteristics (such as emotional balance, communication with others) that help him to manage active learning. "(Almasalha & abo alhaj, 2016:31)

Active Learning Strategies

Active learning strategies vary in proportion to the diversity of individual differences among learners and the diversity of goals and content, and active learning is achieved only in the presence

of diversity and to apply active learning it is necessary to diversify its methods and strategies, as the idea of using the single strategy that works for all educational attitudes is no longer effective education ", it was believed that using diversity increases the motivation and learning of learners and has a positive impact on their attention and integration and thus makes learners more educated, diversifying strategies is key to promoting learning. (Jaber, 2000:53) There are many modern strategies that have been revealed at present. (Saheb, 2022:284) Among them is the strategy of the Force of Thought.

Thought Power Strategy

The theoretical basis of the thinking power strategy:

Thinking about its nature is a series of mental activities performed by the brain when it is exposed to certain events and attitudes transmitted through the five senses, which in turn promises to deploy channels that transmit information to the brain and therefore the thinking to be made must be based on several pillars represented by the set of information related to the circumstances, Then it's related to the information processing unit, represented by short-term memory. long-term, then cognitive perception, then conclusion, recall, recall, Thinking is an abstract process because the activities performed by the brain are invisible and intangible, and what we see in our lives is only the products of the act of thinking whether it is written or spoken or kinetic. (Salama and others 214:2009)

The power of thought is one of the most important arts of all, because the learner thinks inside him or her and knows that he or she is in the place where his or her thoughts are taken, that he or she builds his or her future through the quality of the ideas he or she thinks, that he or she marks the absolute control of his or her mind and decides what enters his or her kingdom through the gates of his or her perception. (Peterson, 2007:24)

In this regard, the strategy of thought power that contributes to the adaptation of the mindset learner's direction has emerged, although this adaptation requires effort and exercise, but it rids the individual of mental barriers that limit his or her thinking and effectiveness, leading him or her to emancipate his or her thoughts in harmony and harmony. (Bill, 26:2000)

Thought power strategy concept

The Think Power Strategy is a modern strategy that emphasizes making the learner the focus of the educational process, being one of the active learning strategies and at the same time helping learners to take notes and ideas when they read the text or content of the subject, classify the information and internalize the main and detailed ideas. In a strong thinking strategy each concept is classified by a given number, the first number is the main idea and the second number is a breakdown of the first number and the third number is a breakdown of the second number. Thus, students use this strategy during the reading of the lesson's content so as to help them sort out the main ideas and detailed ideas. (Khawam, 2016:95)

Objectives of the Force of Thought strategy

SFOR's strategy achieves objectives, the most important of which are:

- A- Learners are able to achieve a great understanding of themselves and the ability to control what happens to them and work to increase attainment and acquire the concept.
- B- Improve learners' basic thinking ability affecting all other cognitive functions.
- C- Provide learners with self-confidence and enable them to take alternatives and outcomes into account.

D- High achievements in school learners and improving their lives to make good decisions. (Al Qawasma, Mohammed, 2013:134)

Thought Power Strategy Steps

1- First, the strategy should be modeled for learners by training them in a simple example that facilitates their assimilation to the method.

2- Divide learners into small, heterogeneous groups.

3- Place diverse concepts and ideas in cards without specifying the main and subsidiary idea number and classification of ideas by learners based on their strength, in the sense that the card containing the main idea is symbolized by the number (1) and the sub-idea that relates to the main idea is symbolized by the number (2) and then the third idea thus continues the actual activity of the learners.

4- The learners read the content of the lesson or class, extract ideas from the text, and then classify them based on the strength and generality of the idea, and then write in cards so that each idea has a number in a small card and so on. (Al-Shammari, 2011:123).

Teacher's Roles in Think Power Strategy

The role of the teacher in this strategy is as follows: -

A- Guided, guided and topical to raise learners' attention and encourage them to question.

B- Regulator of the clean environment of desired interaction events.

C- Steering learners towards the goals to be achieved in the lesson.

D- View visuals, graphics, images and others to reduce cognitive conceptual distance.

E- Prompt learners to answer questions. (Abbas, 2014:165)

F- It provides learners with a range of questions so that the raw knowledge is activated in their minds, in order to reach the conceptual readiness of my relationships before me.

G- Scientific material is prepared by formulating ideas, concepts and issues and extracting them so that they are presented to learners. (Qatami, 2013:173)

Learner's Role in Think Power Strategy

The role of the learner in this strategy is as follows:

By practising scientific thinking, the learner is a researcher of meaning as well as knowing and participating in the responsibility for the management and evaluation of learning. The learner in this strategy is more active and plays the role of the world in research and exploration, to discover appropriate solutions to the problems facing him. He is the focus of this strategy and the center of his attention.

(Khawam, 2016:99)

The scholar believes that the power of thinking in the learner is related to the learner's time and mental age. In the preparatory stage, it increases the quantity and how. The learner becomes better able to accomplish mental tasks by using thinking skills such as analysis, extrapolation and extrapolation, enabling him to confront problems and situations and reach a solution, and helping him to improve his ability to understand and produce new knowledge.

CONCLUSIONS

In the light of the research findings, the researcher reached the following conclusions

- 1- The strategy of strength of thinking makes female students the focus of the educational process. This is advocated by recent trends in teaching. Their role is not limited to receiving and listening, as in the traditional way of engaging in different mental processes. The school's role is to plan, guide, guide and prepare the educational atmosphere.
- 2- Teaching according to the Force of Thought strategy helps to present the subject in a way that facilitates students to link past and new experiences leading to meaningful learning.

RECOMMENDATIONS

In light of the findings, the researcher recommends the following: -

- 1- Invite the directorates of education to pay attention to the classroom environment and sing it in line with the requirements of modern teaching strategies.
- 2- The teachers of the subject of geography through the supervisors urged the specialization to make the learner the main focus of the educational process and give him or her. The greatest role in discussion and enquiry, and in searching for .The answers and solutions, and to devise the most creative ideas, and properly employ them.

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