

THE IMPACT OF THE USE OF STRATEGY (THE TRIPARTITE DIALOGUE SPEECH) IN THE ACHIEVEMENT AND DEVELOPMENT OF CREATIVE THINKING AMONG STUDENTS IN THE FOURTH GRADE LITERARY GEOGRAPHY

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ABSTRACT_ A study of the use of strategy (The Tripartite Dialogue Speech) in the achievement and development of creative thinking among students in the fourth grade literary geography The discourse of the tripartite discourse is one of the teaching strategies that provide more positive opportunities for the students, which positively affects the raising of their scientific level and the level of their thinking. Therefore, the current research was conducted. This aims to affect the use of the strategy of the students in the fourth grade, By verifying the following hypotheses: The Tripartite Dialogue Speech is one of the teaching strategies that provide more positive opportunities for the students, which positively affects the raising of their scientific level and the level of their thinking. Therefore, the current research was conducted. This aims to effect the use of the strategy of the students in the fourth grade, By verifying the following hypotheses: The first hypothesis: There are no statistically significant differences at (0.05) between the average grade of the students of the experimental group which is studying geography in the strategy of the tripartite dialogue speech and the average grades of the control group students who study the same subject in the usual way of achievement. The second hypothesis: is that there are no statistically significant differences at (0.05) between the average degree of the experimental group who study the geography of the tripartite dialogue speech method and the average grade of the students of the control group who study the same subject in the usual way in the creative thinking test. The current research was limited to the fourth-grade students in Al-Muthanna / Al-Rumaiitha District through teaching the last three chapters of the geography book to be taught for the academic year 2016-2017. The researcher followed a partial experimental design (tribal and post-test) The sample consisted of (68) students for both groups, with (34) students per group and the researcher was rewarded between the two groups of the research sample in the variables (age, tribal testing, intelligence and creative thinking towards the material and the collection of parents). Statistical treatments showed that there are no significant differences Statistics in this field Between the two groups of the research sample, the research tools consisted of a collection test with a total of (30) paragraphs of the type of multivariate test with three alternatives that were prepared in the light of the test map and the levels of the classification of behavioral goals and presented to experts in education, (0.80) while the coefficient of stability was (0.79). As for the creative thinking, where the researchers adopted the standard (Al-Attar) [63] and the measure is modern, the researchers adopted the same psychometric characteristics of this measure applied the experiment in the second semester of the academic year (2016-2017) where k The researchers used one of the two secondary schools to teach the research sample after training on the procedures of achieving the research objective. The researchers used a number of statistical methods to analyze the results of the research. The research found a statistical difference for the benefit of the experimental group in both achievement and creative thinking of the recommendations and proposals.

KEYWORDS: Opening Speech, Tripartite Dialogue, Development, Achievement, Creative Think in Geography.