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The Impact of Eizenkraft model in the Development of Multiple Intelligences among Preparatory School Students and developing creative mind through varied activities

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Abstract

Creativity requires a certain state of mind. an increase in positive emotions leads to a broader thought-action repertoire. This ultimately leads to more creative, flexible, integrative and open thinking patterns. The aim of the research is to find out the effect of the Eizenkraft model on achievement of Rhetoric material and developing the skills of the creative thinking of fifth grade female students in the rhetoric material. The researcher adopted an experimental design in the field of experimental designs with partial control and a final test for the two research groups, one experimental and one control. In order to achieve the research objective, the researcher presented the null hypothesis (there is no statistically significant difference between (0.05) The researcher chose randomly (Shatt Al-Arab secondary school) rewarded the researcher with some variables that may affect the results of the experiment. The researcher used the following statistical means: (the independent test of two independent samples, the Kay square (Ka 2), the Pearson correlation coefficient, the coefficient of difficulty and discrimination, and the equation of the number of female students in the first semester of the fifth grade. The effectiveness of the incorrect alternatives).

Keywords: *Effect / Eizenkraft Model / Creative thinking*

INTRODUCTION

The prevailing intellectual style in our schools today depends on the preservation and indoctrination of the rules of rhetoric in rigid templates do not raise the taste of students and do not develop their ability to use clearly distinctive methods of ideas, their validity and organization, or the weakness of rhetorical material in developing the tastes of literary students, and not to encourage them to participate in the analysis of literary texts and the neglect of the article balancing the literary texts, Moreover, the prevailing intellectual pattern in our schools today depends on the preservation and indoctrination of the rules as rigid static patterns separate from the text. These rules have become the purpose of teaching. The rhetoric of creativity and creativity, which weakened the spirit of creation and creativity, which has become the teaching of rhetoric effort is futile, do not develop their literary queens, and not satisfied with the skills of taste they have been working on examples of repeated centuries ago, and phrases and brief examples to quickly reach to determine the color Palaghi Leaving students away (Al-Hashemi and Al-Azzawi, 2005: 219), and this is consistent with the findings of the study (Al-Khalidi, 2009), the weakness of the methods of evaluation used and not commensurate with the objectives set, and does not adhere to the scientific methods in the (Al-Khalidi, 2009: 317). The importance of research: the rhetoric of the most prominent sciences and its prestige status among Arabs and Muslims has been associated since the inception of the Koran, and was an important tool to understand the issue of miracles, the issue that preoccupied scholars and scholars since the descent of the Koran, were the books of miracles is the first nucleus that contributed to the origin of this science And development and prosperity until it became a science in itself, in which the rules and assets made him one of the science of Arabic and its basic staff (Ben Issa

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Batahir, 2008: p. 11) and rhetoric is an important aspect of education that God Almighty devoted to all his creatures, education is directed, guided, trained and nurtured by society to the individual human being to the degree of mental, psychological, moral, behavioral and social perfection in order to be able to exist and live for him. (Turki, 2018,1) . In the opinion of the researcher that the rhetoric of the most honorable sciences of the Arabic language, it is the science which means the improvement of speech in order to deliver clearly to the mind of the recipient, which is provided beauty that effects on the hearts and minds, The Prophet (peace be upon him and his family): " "The rhetoric is the disclosure of a statement about a closed wisdom and an answer to a problem," and Imam Al-Hasan grandson of prophet (PBM) The eloquence of clarifying the ambiguities and revealing the eloquence of ignorance is the simplest of words. "(Abu Ali, 1983: p. 53) Creative thinking is one of the high forms of human activity and differs from other types of thinking, because it is thinking in an open or unrestricted format protein or a specific method that works to refine students' talents and abilities and create an effective and active educational environment. (Al-Shadifat, 2010: 5) So we find creative thinking built in the mind by mental processes and the structure of the mind . The College is constantly working to reorganize the learner's cognitive pattern , the output is constantly renewed, subject to representation and adaptation, influenced mainly by the learner's positive, effective, integrated experience and individual characteristics which makes the process of learning always an active movement process does not stop at a certain moment (Al-khafaji, 2018,1) as well as thinking more than a solution that looks at things from multiple angles, finding innovative solutions to problems and producing new ideas. and original in a way that leads to creative results that are surprising and admired by others. (Joda , 2010: 215) .

The human, spatial and temporal of research's aspects: (A sample of fifth grade female students in the preparatory and secondary schools in Babil governorate for the academic year 2018-2019). Creative Thinking (Torrance, 1962) , as a process of recognizing changes and missing elements and trying to formulate new hypotheses and arrive at specific results as well as test hypotheses and modify them. (Torrance, 1962: 16)

Theoretical Framework: Structural theory is defined as one of the theories of cognitive learning that emphasizes the active role of the learner in his construction through his previous experiences and social negotiation with peers in the presence of facilitator and facilitator in constructing the meaning correctly through various activities, experiments, models and teaching methods 192: 2003) and from the emerging forms of constructiveness of the Eisenkraft model (the seven-cycle learning) (7ES). Consists of seven procedural steps used by the teacher with the students in the classroom, laboratory or field in order to build the student's own scientific knowledge on the one hand, and the development of concepts and scientific skills on the other. The figure shows the stages of the EISENKRAFT (7ES) model.

METHODOLOGY AND PROCEDURES

The researcher adopted the experimental method of experimental design, which is partially controlled in the research procedures.

The research sample :
A. The sample of the schools after the researcher identified the schools covered by the research and the number of (23) schools chose the Shatt Al-Arab elementary school for girls randomly * to conduct research.
B. Sample of students
After the researcher randomly selected Shatt al-Arab preparatory school in Al-Jazair district , the researcher visited the school after issuing a book from the General Directorate for the Education of Babil province to facilitate its mission, Appendix (2), where it found that it contains two divisions of the fifth grade literary,). In order to be the two groups of research, the number of students was (62), of them (30) in the Division (A) and (32) in the Division B, then the researcher distributed the two teaching methods between the two peoples in the same way, According to the Eisenkraft model, Division A has the experimental group, and the usual method of script Division (b) and launched by the control group.

Fourth: the equivalence of the two research groups

Before starting the experiment, the researcher was keen on the equivalence of the research groups
(Experimental and control) in some variables that affect the results of the experiment, although the sample students were randomly selected, and that they are from one region and taught in one school, and these variables are:

The student's age is calculated in months:

The calculated T value (0,274) is less than the T-table value of (2,000). This indicates that there are no statistically significant differences at the level of (0,05) and the degree of freedom (60), which confirms the equivalence of the students of the two research groups The variable age calculated in months,

Table 1. The results of the T-test of the two groups of research in age calculated in months

Groups	No. of sample	Arithmetic mean	Difference	standard deviation	Freedom degree	T value		**Level of significance (0.05)**
						Accounted	Secluded	
Experimental	30	204.63	108.45	10.41	60	0.274	2.000	Not statistically significant
Control	32	203.91	109.57	10.47				

Parental Achievement: The results showed that the two groups were equal in frequency of parental achievement. The calculated value of Ka2 was 0,269, which was lower than the scale of 7,815, at the level of 0.05 and 3,

Table 2. Frequency of academic achievement of the parents of the students of the research groups and the value of the square (Ka2) calculated and tabular .

Groups	No.	Illiterate Reads, writes and initials	Average	Secondary	Bachelor and above	values of Ka2		Freedom degree	**Level of significance (0.05)**
Experimental	30	7	8	6	9	0.269	7.815	3	Not statistically significant
Control	32	8	7	6	11				

Mothers 'Achievement: The results showed that the two research groups were equal in frequency of mothers' achievement. The calculated value of (2) is (0,199), which is less than the scale of 7,815, at the level of (0.05) and the freedom level (3) So.

Table 3. Frequency of academic achievement of the mothers of the students of the two research groups and the value of the square (Ka2) calculated and tabular

Groups	No.	Illiterate Reads, writes and initials	Average	Secondary	Bachelor and above	values of Ka2		Freedom degree	Level of significance (0.05)
Experimental	30	7	8	6	9	0.199	7.815	3	Not statistically significant
Control	32	8	7	6	11				

Degree of Arabic language in the first course test for the academic year 2018 / 2019. The calculated T value is (1,427), which is less than the tabular T value of (2,000). This indicates that there are no statistically significant differences at the level of (0,05) and the degree of freedom (60) My search group statistically in this variable, the table shows it

Table 4. The results of the T-test for grades of students of the two research groups in the end of the first course in the Arabic language for the academic year (2018-2019) .

Groups	No. of sample	Arithmetic mean	Difference	standard deviation	Freedom degree	T value		**Level of significance (0.05)**
						Accounted	Secluded	
Experimental	30	66.47	128.74	11.35	60	1.427	2.000	Not

Control	32	62.44	118.32	10.88				statistically significant

The search Tool :

1. **The achievement test**: The researcher prepared a statistical test consisting of 50 experimental paragraphs to measure the achievement and the measure of creative thinking among the students of the two research groups.

Statistical Methods: The researcher used the following statistical methods: (the test of two independent samples, the square Kay (ka 2), Pearson correlation coefficient, and the coefficient of difficulty and discrimination, and the equation of the effectiveness of the wrong alternatives)

The results of the study showed that the results of the experimental group who studied rhetoric and application using the Eisenkraft model showed that the students of the control group who studied the same subject in the usual way in the achievement test and developing of the skills of creative thinking as shown in Table

Table 5. The arithmetical mean, variance, T value (calculated and tabular), and statistical significance of the scores of the two research groups in the achievement test and creative thinking.

Groups	No. of sample	Arithmetic mean	Freedom degree	T value		**Level of significance (0.05)**
				Accounted	Secluded	
Experimental	30	47.67	60	3.181	2.021	Not statistically significant
Control	32					

Note in the above table the average score of female students in the experimental group (47,67) with a difference of (54,61). The average score of the students in the control group is (40.72) and the difference is (92.16). The calculated value of T (3,181) is greater than the total value of (2,021) The two groups were statistically significant (0,05) and freedom (60)

CONCLUSIONS:

From the researcher's findings, it can be concluded that: Fifth grade female students are more interactive with the subject matter because teaching according to the Eisenkraft model has allowed them to express their opinions freely and to stimulate their interest in learning effectively. The Eskenfraft model allowed female students to be a focal point and an active component to achieve better results in the educational process, which reflected positively on their level of academic achievement and developing the skills of creative thinking.

Financial disclosure

There is no financial disclosure.

Conflict of interest

None to declare.

Ethical Clearance

All experimental protocols were approved under the University of Babylon / college of Basic Education / Iraq - Babylon - Hilla and all experiments were carried out in accordance with approved guidelines.

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