THE EFFECTIVENESS OF AN EDUCATIONAL PROGRAM BASED ON THE VISUAL APPROACH IN DEVELOPING THE VALUES OF HONESTY AMONG THE STUDENTS OF THE FOURTH LITERARY GRADE

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Abstract

The aim of the research is to reveal the effectiveness of an educational program based on the visual approach in developing the values of honesty among the students of the fourth literary grade. For girls, because it includes two divisions from the fourth grade of literature, and after excluding the students who failed, who numbered (5) students, the number of students in the experimental group reached (31) students and the number of students in the control group (30) students. Which may have an impact on the results of the experiment, the researchers prepared a validity scale consisting of (33) items, and its validity, distinction, difficulty and stability of its paragraphs were confirmed. Experimental women studying sociology in the educational program and the average scores of the control group students who study the same subject in the usual way in the validity scale in favor of the average scores of the experimental group.

Keywords: educational program, visual input, validity

CHAPTER ONE: INTRODUCTION TO THE RESEARCH
FIRST: THE RESEARCH PROBLEM:

The two researchers found, by examining the literature and previous studies, the scarcity of studies and research at the level of Iraq that deals with the use of the visual approach in teaching educational and psychological subjects, specifically for middle school students in the subject of sociology, and that this subject is almost a marginalized material for many students towards which they feel difficulty and aversion. This is due to the method of teaching, which made it a subject of no importance to students, and many teachers who do not have sufficient information about this subject contributed to this, in addition to the fact that the greatest interest is given to basic subjects such as language, mathematics and scientific subjects. As for the subject of sociology, it was treated as A secondary subject that many students and parents have suffered from.

Despite the scientific and technical development that characterizes our current era, there are matters and issues that have begun to recede as negative effects of this rapid progress.
And all of this is due to a lack or diminution in honesty, or due to fundamental changes in this honesty, and also attributed this decline due to the circumstances and events that our Iraqi society went through, and from the foregoing. Literature in the subject of sociology.

SECOND: THE IMPORTANCE OF RESEARCH:

The relationship between education and education is a close relationship, as education is a means whose purpose is to educate and learn the individual through the effort exerted between them.

Accordingly, the importance of education emerges as a human necessity that performs multifaceted functions for the individual and the group, as no society, no matter how primitive or civilized, is devoid of an educational system that regulates the course of its life (Al-Rahim, 2009: 4),

and education has a clear importance; Because it strengthens the link between the individual and his environment, as the individual cannot play his role in making life without it, as well as helping him to grow systematically and in the desired direction. In addition, it is a process of transferring knowledge, including educational programs, strategies and teaching methods that will provide the optimal educational climate. Which is based on arousing students' interest and tendencies, motivating them, and confronting individual differences in an effective way, and there are many of them to enrich the educational process, and stimulate the student's mind, which helps him to pay attention, comprehend and recall. (Razouki et al., 2014: 245)

Since honesty occupies great importance as it is present in every human activity and in every social, economic and political organization, as it helps a person to achieve his own ability to choose, innovate and renew, and drives and motivates behaviors and actions emanating from him, in addition to being a separator between the ideal behavior pattern that the individual adopts and which is a means to achieve Objectives. (Saad and Bayoumi: 63, 2006)

(Qatawi: 45, 2007) emphasizes that the school is the specialized social institution established by the community in order to be a means to build future generations and to assume the responsibilities of the present and the future. Therefore, the responsibility for preserving the honesty and heritage of society and what it acknowledges and preserves lies with the school and it has a duty In developing society and taking its hand in the areas of progress and comprehensive development.

(Hafez, 2002) looks at honesty as representing an essential pillar of the culture of any society, because culture reflects a set of goals, honesty, and behavioral standards that translate the way of life of the group, in addition to that the systems of honesty in any culture seek to shape the nature of that culture, its identity, and civilizations Humanity, whatever its kind, was based on honesty and principles, and civilization collapsed only because it dropped from its account adherence to principles and honesty (Hafez, 2002, 90).

As for psychologists, honesty has gained great importance and it is closely related to the personality, since it is one of the important elements of the personality, as it is one of the components of the adult personality, and the development of personality depends to a large extent on the extent of honesty that the child encounters during his activity. (Farah, 1989, 400)

Third: Research objective:

The current research aims to identify: - The effectiveness of an educational program based on the visual approach in the values of honesty of students of the fourth literary grade in the subject of sociology.

FOURTH: RESEARCH HYPOTHESES:

In light of the research objectives, the researchers formulated the following zero hypotheses:

1− There is no statistically significant difference at the significance level (0.05) between the mean scores of the students of the experimental group who study sociology in the educational program and the average scores of the students of the control group who study the same subject in the usual way in the validity scale.

2− There is no statistically significant difference at the level of significance (0.05) between the mean scores of the experimental group students studying sociology in the educational program in the validity scale before and after the experiment.

FIFTH: RESEARCH LIMITS:

The search is determined by the following:

1− Human Boundaries: Fourth Grade Literary Students.

2‒   Spatial boundaries: secondary and preparatory schools affiliated to the Ministry of Education's representation in Erbil.

3‒   Temporal limits: the academic year / 2022-2023 AD.

4‒   Objective boundaries: the first three chapters of the subject of sociology to be taught to fourth year middle school students.

SIXTH: DEFINING TERMS:

1. The visual approach: It is an approach to teaching and learning based on visual imagination and visualization. It aims to employ the visual-spatial capabilities of the learners in two parallel directions. The first is for the learner to distinguish and interpret the information represented visually, and the second is for the learner to make visual-spatial representations of information and ideas in a way that integrates new experience and existing previous experiences. In the cognitive structure of the learner and by using strategies that employ visual media as tools to achieve linkage, such as the use of images, drawings, illustrated puzzles, illustrated analogies, and artistic expression such as drawing and coloring (Al-Mounir, 2007: 174).

2. Honesty: It is a set of social principles and standards that carry out the process of linking the social structure with its various parts and organizing and directing the relationships of individuals so that their behaviors are harmonious and acceptable to the group to which they belong (Al-Hindi, 2001: 10).

3. The procedural definition of social values: It is the principles, ideas, and intended actions that an individual or a group performs in different social situations. They are variable and not fixed, as they change according to human interactions, customs, traditions, and religion that take place with individuals within their societies.

The second chapter is theoretical aspects

The theoretical aspects are of great importance because of the great benefit it has for the researcher and the scholars, as through his method the researchers can determine his research tool and the scientific hypotheses that result from its realization. Come: -

The first axis: the educational program: -

Stages of designing the tutorial:

After the researchers looked at many previous studies related to the construction of educational programs, they found that most of these studies had gone through three basic stages in building their programs:

1. Analysis stage: In this stage, the educational environment surrounding the program to be designed is analyzed, and the problem is identified by showing the necessary needs and converting them into information useful in developing the teaching process. As well as identifying the human and material capabilities available and the necessary materials, and identifying the learners' characteristics, needs, preparations, abilities, attitudes, and motivation, as well as analyzing the general and specific goals and educational content.

2. Design stage: In this stage, the objectives of the educational material are determined, the educational content is organized, the best educational treatments and plans are identified, selected, prepared and organized in a way that helps the learner achieve the set goals. (Al-Adwan and Muhammad, 2011: 30).

3. Evaluation stage: In this stage, the ability of teaching strategies, materials, and educational aids to achieve the desired goals is identified. Either the evaluation is formative and is applied during the course of the educational program, as it is related to specific chapters of the subjects taught in the program and is either objective questions. Or essays, reports, or assignments that reveal the extent to

which the student has learned the materials, or it is final in which the learners' degree is assessed after the end of the program period according to the plan drawn (Al-Zand, 2004: 494).

The second axis is the visual entrance:

Visual teaching steps:

When teaching through the visual approach, the teacher is required to take several steps, namely:

1. Determine the previous background and previous learning of the learners, and this is done by retrieving the previous information of the learners that is relevant to the topic of the lesson.

2. A group of visual activities is presented to the learners, and these activities may be in the form of pictures, drawings, concept maps, video clips, analogies or practical experiments.

3. Determine what is required of these visual activities on the board, so that they contain scientific concepts and abstract scientific concepts.

4. Providing the learners with some information about these visual activities so as to help them retrieve their previous experience, and activate their visual memory, so that the information takes place in a process of representation and then a process of harmonization in the minds of the learners.

5. The learners' participation in finding and deducing a common relationship between the abstract scientific concepts in the figure and the spatial concepts in the figure.

6. The learners, with the help of the teacher, deduce new relationships from the form so that they are based on previous relationships that exist between the abstract scientific concept and the spatial concept.

7. Reaching an understanding of abstract scientific concepts. (Jundiyah, 2014: 24).

Advantages of optical input:-

(Ammar, 2008) believes that visual imagination is characterized by several advantages, which are:

1. Visual imagination uses remembrance to retrieve different visual imaginary images, then build new arrangements for these images. Thus, the student can retrieve what he previously learned and adapt to the knowledge and information he studies, with the possibility of facilitating what he will learn in the future, whether in his learning or actual practice.

2. Visual imagination has a fundamental role in creativity, mental innovation, scientific and civilizational progress, and adaptation in general to the environment, which is what the student needs in light of a rapidly changing and developing society.

3. Visual imagination is essential in the occurrence of thinking, and imagination is an important process on which thinking is based, as it synthesizes the elements of previous experiences in everything new.

4. Visual imagination contributes to the innovation of many non-written practices, such as: graphics, images, graphic models, conceptual maps, and the expression of written texts with visual imaginary images, and the use of visual imagination as a language of communication. (Ammar, 2008: 8).

The third axis: the value of honesty

Values properties:

The most important characteristics of honesty can be identified as follows:

1. Self-values: Self-honesty appears through the individual's personal sense of honesty in a way that is specific to him. A person, as a sane person, carries that honesty and bestows it on people. As Amira Matar sees, "honesty has no existence independent of human feeling and thought, as the beautiful thing is based on An example cannot be defined by any objective characteristics, but its measure is the human feeling and emotion towards it. (Bahee, 1986:15)

2. Relativism of values: What is meant by the relativism of values is that "their meaning is not determined or clear by looking at them and judging them in and of themselves, devoid of everything. To the standards set by a particular society at a particular time, and by always referring them to the circumstances surrounding the culture of the people (Dhiab, 1999, 64).

3. Knowledge of prior values: Knowledge of honesty does not come suddenly and without pillars and rules from which it is based. Perceiving honesty needs conscience and emotions supported by a

conscious mind that directs its compass to the straight path. In this sense, Ali Abu Al-Enein says: "But this does not mean dispense with The mind and the senses, rather, the mental comprehension must accompany emotion and conscience, then it gains strength in guiding the person, not just a directive, whoever it is, whose importance is lost by the end of the emotion or by the mere silence of the conscience. And he enters it in a circle before him, but he remains not fully reassured about it until he is sure and is completely reassured about it. (Abu Al-Enein, 1988: 31)

4. Values are social: they are formed through social products; Where the individual learns honesty, acquires it, absorbs it, internalizes it gradually, and adds it to his frame of reference for behavior, and this is done through the process of socialization. But this does not mean that the values of the group are one and agreed upon absolutely. What is meant is that the prevailing values in society as a whole agree in their broad outlines, and differ in branches and details, and the society tolerates the conflicting values prevailing in it as long as they are within certain limits, after which the violator of the group's values is fought. And when values become a standard for the individual, they affect his behavior. (Snow, 1997, 19)

5. Values are based on choice and selection: values are based on choice and preference for everything that is valued in it, so it was one of the characteristics of values that they are arranged in a hierarchical order, so that some honesty dominates over others or submits to it. It is assumed that the individual in his life tries to achieve all his desires that he believes have values for him, but the nature of the circumstances that surround him prevent that, and often there is a conflict between the values that he owes, and therefore we find that he tries to subjugate them to each other, subjecting the least acceptable to him. People for the most acceptable and according to his own arrangement.

6. The scale of values is gradual and not static: this means that honesty is characterized by dynamism and interaction as a result of various influences and factors, including social conditions; Because it is a reflection of the nature of social relations and a product of it. Regarding this meaning, Diaa Zaher says: "The value system of the individual is characterized by flexibility and functionality, as it is formed according to the individual's locations, capabilities, and specifications. The society is an extension of the individual human being, so when a certain social change occurs or social or cultural conflicts arise in general, it takes place processes of transformation of values, and the transformation or change of values may take a vertical direction in which charity is re-placed on the scale of charity, or it may be in a horizontal direction in which it occurs A shift in modifying and interpreting the concept of charity itself. (Zaher, 1984: 34)

  Second: A previous study: - A study dealing with the visual approach: - A study (Al-Mounir, 2008) in Egypt, which aimed to reveal the effectiveness of a program on the visual-spatial approach in developing metacognitive skills among high-achieving kindergarten children. The research sample consisted of (200) boys and girls. The research tool is a test of metacognitive skills, and the statistical means are the t-test for two correlated samples, Cronbach's alpha coefficient and Pearson's correlation coefficient.

Chapter Three: Research Methodology and Procedures:

  This chapter includes a presentation of the two research methods used in this research, which are the descriptive approach to build the program and the experimental approach to identify the effectiveness of the program, as well as the procedures for applying the educational program from the experimental design of the research, defining the research community and selecting a representative sample for it, and the two research tools represented by the validity scale, the equivalence of the two research groups and the application of The program and the statistical methods used in analyzing the results.

Descriptive approach to building the educational program:

    The descriptive approach includes collecting data in order to examine theories or answer questions concerned with the current status of the research categories (Melhem: 2000, 45), and since the first

goal of this research is to build an educational program according to the visual approach; To achieve this goal, the researchers looked at a number of educational literature and previous studies that included building educational programs, and reached a vision of the educational program.

1- Justifications for building the educational program:

When building an educational program, the justifications for building the program must be mentioned, and the two researchers put the following justifications:

A- The need to build a special educational program for fourth-grade female students that is compatible with their needs, abilities and inclinations, and keeps pace with developments in the preparation of educational programs.

B- The importance of appropriate vocabulary and organization of educational content for female students, and diversification of activities to facilitate learning.

H - The need to present the educational material in an orderly, orderly, and non-random manner, according to specific objectives, in order to facilitate understanding and learning of the material in an accessible manner

2- Stages of building the educational program:

The process of building the educational program according to the visual approach proceeds in three stages:

First: Planning stage: This stage includes two basic steps:

A- Analysis: These are basic procedures on which the educational program is based.

B- Building goals and building the program.

A- Analysis: It is the basic step in the process of building the educational program, as it is used to identify the basic needs and paths that the program should focus on and follow, including:

1- Determining students' needs and their characteristics Determining students' educational needs (research sample) represents the basic foundation in building the educational-learning program and teaching plans with the aim of satisfying their needs. In their mental, physical and psychological abilities, as well as their differences in attitudes, inclinations, and personal characteristics (Mansi, 1999: 19). Therefore, the researchers identified female students in the fourth literary grade as a target group at a good age, and the mental functions of organization, adaptation and balance do not stop at this age, but rather expand with the increase in their experience and learning, which the students acquire in dealing with situations and acquiring information and skills, and they are ready to learn to reach the level Mental maturity, and the growth of their thinking and comprehension capabilities.

2- Analysis of the educational environment: The educational environment is considered a fundamental and influencing factor in the outcomes of education and teaching. The interaction between students' needs and the conditions of the surrounding environment is an important factor in explaining students' educational behavior.

A - The physical environment: It is represented by managing the classroom, and arranging the seats in a way that gives the students comfort and freedom, so that they can integrate into the teaching environment for learning inside the classroom without distracting their attention, as well as lighting, good ventilation, and seeing the blackboard clearly.

B- The psychological environment: It is represented by the classroom, psychological, social and emotional climate, which affects student learning. Examples of this are cooperative work among students in the classroom, and mutual respect between the teacher and the students.

3- Determining the academic subject: defining the academic subject means the type of knowledge, ideas, principles, and trends in a specific subject, and the academic subject chosen by the two researchers is from the vocabulary prescribed by the Ministry of Education and for the first, second and third semesters.

4- Determine the target group: The term target group refers to the group of learners to whom education will be directed. The group is usually described by age, gender, and academic level (Al-Nabhan: 2004: 44). The two researchers identified female students in the fourth grade of literature.

B- Building The building of the program means setting the basic and structural formula in which the elements of the educational program are organized in a series of steps, namely:

A- Determining program goals: educational goals are divided into general goals and behavioral goals (special), and general goals are those goals that are described as general and abstract and are not achieved until after a relatively long period that may reach an academic year. As for behavioral goals, they are special and specific goals. , and is achieved in a relatively short period of one teaching session, and accordingly, this program includes both types of goals, and the following is a presentation of each of them:

□ General objectives: They are the first important steps on which the educational program relies, as they help in selecting and organizing the educational content in a manner consistent with the students' readiness, motivation, and abilities, and in choosing the appropriate teaching methods to achieve the goals, and appropriate evaluation methods to measure them, and without them, the program elements lose consistency. , clarity, and purpose.

□ Behavioral goals: The behavioral goal is defined as "statements that describe the performance expected to be achieved by the learner after going through an educational experience. The researchers derived behavioral goals in the light of the general goals, the nature of the scientific content chosen and within the six Bloom levels, which are (knowledge, understanding, application, analysis, synthesis and evaluation). It was presented to a group of experts and arbitrators, and in the light of their opinions, the necessary amendments were made, and the final goals reached (90) behavioral goals.

B- Choosing the content of the program: The selection of the educational content is linked to the objectives that the program seeks to achieve, and in order to achieve the objectives of the program, it must have an effective educational content, and the academic content is meant in this research a set of facts, information, knowledge and necessary skills that the educational program provides to students (the research sample) with the intention of Inducing the desired changes in students' behavior according to the previously defined objectives. The two researchers prepared an educational content for the subject of sociology according to the vocabulary prepared by the Ministry of Education.

T- Determine the teaching strategies The teaching strategy is considered a major element of building the educational-learning program, because it is closely related to the goals and content, as it helps in selecting the activities to be used in the educational process. Using some teaching strategies that achieve the intended goal in the least time and with the easiest effort made by the teacher and the student, and are consistent with the students' interests and tendencies, and motivate them to actively participate in the lesson.

The researchers adopted some strategies for the visual entrance, depending on the nature and objectives of the program, as three strategies were adopted from them for the educational program that was applied, namely:

1- Brainstorming strategy.

2- The circular house strategy.

3- Discussion strategy.

Second - the implementation stage:

    This stage includes the following procedures:

1- Facilitating the task of the two researchers from the administrative point of view for the procedures for experimenting with the educational program.

2- Experimental design.

3_ Determine the research community and its sample.

4- The students of the two research groups are equal.

5- Controlling the extraneous variables: This includes controlling the variables that affect the experiment.

6- Implementation and application of the educational program on the research sample (the experimental group) according to the teaching plans based on the visual approach prepared for this purpose, and the implementation of the teaching plans prepared according to the usual method (the control group).

7- Preparing the research tool (honesty scale).

Third: The evaluation stage: Learning evaluation is an essential part of the educational process, given its importance in determining the extent to which educational goals and desired educational goals are achieved, which reflect positively on the student and the educational process (Melhem, 2000: 45). Evaluation plays an active role in the success of the educational process, with what it creates of balance and integration between its various elements, and by urging it to modify, adapt, or correct it in the light of data and information (Al-Zahir: 59, 2009).

Validation of the educational program: One of the important things that should be available in the educational program is (honesty). Confirming the validity of the educational program by presenting it to a group of experts specialized in teaching curricula and methods and psychology to express their opinions and suggestions. those notes.

The experimental approach to identify the impact of the effectiveness of the educational program: The research methodology is the basic method used by the researchers in answering the questions, and it is a plan that explains and explains the methods of collecting and analyzing data and its procedures. (Al-Nabhan: 2004, 46). The researchers adopted the experimental approach in its research procedures due to its suitability to the research objectives and hypotheses, which includes an attempt to control all the variables and basic factors affecting the dependent variables in the experiment, with the exception of one variable that the researchers control, as it changes it in a specific way in order to determine and measure its impact on the dependent variables, because it is one of the closest Research methods for solving problems in the scientific way (Mansi: 55, 1999). And that experimental research is an attempt to reach the highest levels of science goals, which is control, while this cannot be achieved in other types of research (Melhem: 39, 2000). This approach includes procedures the following:-

First: Experimental Design: The experimental design is an artificial situation for choosing the validity of hypotheses in which extraneous variables are isolated, and the effect of the independent variable on the dependent variable is studied in order to ascertain the validity of a specific piece of information (Melhem: 57, 2000). It will be implemented in it, the results that we get were more accurate, honest and objective (Abu Allam: 39, 1987). Therefore, the researchers adopted the design of the randomized control group with a pre and post test due to its suitability to the conditions of this research, and the following chart illustrates this:

the group	Pre-test for me	the independent variable	dependent variable	Post-test
Experimental	honesty	educationl programs	honesty	Interaction for my class
control		the usual way		

DIAGRAM (1) SHOWS THE EXPERIMENTAL DESIGN ADOPTED IN THIS RESEARCH

Second: The research community and its sample:

1- The research community: It is the total group of elements that the researchers sought to generalize the results related to the studied problem. A profession, an institution, or anything else, and on this basis, the research community can be defined as a set of clearly defined statistical units that are

intended to obtain data. (Al-Azzawi, 2008: 161) The research community consists of fourth-grade literary students in schools Preparatory and secondary day schools affiliated to the Ministry of Education representation in Erbil for the academic year (2022-2023)

2- The research sample: The proper key to reaching the results and the possibility of generalizing them to the researched community depends on the researcher's ability to choose the correct sample in terms of type, size and method of drawing (Mansi: 1999, 29), which is the most common method in most scientific and educational research, and refers to A model that includes an aspect or part of the units of the original community for research, and is representative of it so that it bears its common characteristics. This model or part enables the researcher to study all the units of society and its vocabulary. to apply its experience

After the two researchers identified the intended school, in which the current study will be applied, she visited it, bringing with it a mission facilitation order issued by the representative of the Ministry of Education in Erbil.

The researchers randomly chose Division (A) to represent the experimental group, and Division (B) represented the control group whose students will study according to the traditional method. The number of students in the experimental group is (31) students, and the number of students in the control group is (30) students

Third: the equivalence of the two research groups:

Before starting the experiment, the two researchers were keen on the equivalence of the two research groups in the variables that may have an impact on the results of the experiment and in order to preserve the integrity of the procedures, so they distributed an information form for the equivalence variables, and the equivalence variables were as follows:

1- Previous achievement: It means the final grades obtained by the experiment members in the third intermediate grade in the previous year, and the two researchers obtained them from the school records. ,10), and with a standard deviation (8.27), and the average score of the students of the control group (61.57), and with a standard deviation (7.56), and using the t-test for two independent samples, the calculated (t) value was extracted for the students' scores, and Table (1) shows this .

Table (1) The results of the post-test for two independent samples of the students of the two research groups in the previous ac

the group	Sample volume	standard deviation	SMA	t values		degrees of freedom	Significance at level (0,05)
				calculated	Tabular		
Experimental	31	8,27	62,10	0,26	2,00	59	Not statistically significant
control	30	7,56	61,57				

It is clear from the table that the calculated (t) value (0.26) is smaller than the tabular (t) value (2.00) at the level of significance (0.05) and the degree of freedom (59). This means that the two groups are equivalent in the previous achievement.

2- Chronological age in months: The researchers calculated the ages of the female students in months, and the researchers obtained the date of birth of each student in the research groups from the school card, and when calculating the average scores of the students of the two research groups, and the standard deviations, it appeared that the average score of the

students of the experimental group was (186,48) And with a standard deviation (6.11), and the mean scores of the students in the control group (186.97), and with a standard deviation (6.38), and using the t-test for two independent samples, the calculated (t) value was extracted for the ages of the students, and Table (2) illustrates this.

Table (2) The results of the post-test for two independent samples of the students of the two research groups in the chronological age in months

the group	Sample volume	standard deviation	SMA	t values		degrees of freedom	Significance at level (0,05)
				calculated	Tabular		
Experimental	31	6,11	186,48	0,30	2,00	59	Not statistically significant
control	30	6,38	186,97				

It is clear from the table that the calculated (t) value (0.30) is smaller than the tabular (t) value (2.00) at a level of significance (0.05) and a degree of freedom (59). This means that the two groups are equal in chronological age in months.

Fourth: Controlling extraneous variables: Controlling extraneous variables is of high importance in experimental research, for the purpose of providing internal validity to the experimental design. Accordingly, the researchers can attribute the majority of the variation in the dependent variable to the independent variable that they identified in their study (Malhem: 76, 2000), and despite the development of educational and psychological sciences, specialists in the field of the experimental method are fully aware of the difficulties they face in isolating and controlling the variables of the phenomena they study; Because behavioral phenomena are non-material and complex phenomena, in which factors overlap and intertwine (Al-Nabhan: 86, 2004), so the researchers tried as much as possible to control the factors or variables that might affect the course of the experiment, and then its results; Here are a number of extraneous variables and how to adjust them:

A - Experimental conditions and accompanying accidents: It means natural accidents such as wars, disasters, earthquakes, floods, and the like, which may occur during the experiment, which impedes the course of the experiment, and during the duration of the experiment, and the experiment was completed and was not accompanied by any circumstances or accidents that impede its procedures.

B- Experimental extinction: The experiment was not exposed throughout the duration of its conduct to these cases, whether it was dropout, interruption, or abandonment, except for some individual absences that the two research groups were exposed to, and in small and almost equal proportions in the two groups.

T - Processes related to maturity: These processes had no effect on the experiment. If psychological and biological growth occurs, it is equal for the students of the experimental and control groups.

D- Differences in sample selection: The two researchers tried to control the impact of this variable on the research results, by conducting statistical equivalence between the students of the two research groups (experimental and control) in six variables, whose overlap with the independent variable is likely to have an impact on the dependent variable, as well The homogeneity of the students of the two groups in the social, cultural and economic aspects to some extent because they belong to one social environment.

C - Measuring tool: The researchers used a unified tool to measure the validity at the same time before and after the start of the experiment for female students of the experimental and control research groups.

H- The impact of the experimental procedures: The researchers were keen to control a number of variables to ensure the conduct of the experiment, its safety and the accuracy of its results. His attempts were as follows:

1- Study material: The study material was the same for the two research groups, represented by the program prepared by the researchers according to the vocabulary prescribed for the academic year (2022-2023) in the Republic of Iraq, and it was represented by the first three chapters of the sociology material for the fourth literary grade.

2- Confidentiality of the experiment: It means that the students of the two research groups may increase their interest in the experiment as a result of their knowledge of it, which makes them do their best for that, which affects their results, so the researchers were keen on the confidentiality of the experiment, by not informing the students of the experiment about the nature of the research, so that their activity does not change .

3- The teacher: The two researchers taught the students of the two groups (the experimental and the control groups); This gives the results of the experiment a degree of accuracy and objectivity, because assigning a school to each group makes it difficult to attribute the results to the independent variable, as it may be attributed to the difference in the teacher's personality, academic degree and experience, and one teacher's mastery of the scientific subject more than the other, or to other factors.

4- Teaching aids: The two researchers used similar teaching aids while teaching the students of the two research groups (experimental and control), represented by (the blackboard, colored pens, and the projector).

5- Experiment building: The experiment was applied in two divisions, similar in area, lighting, number of windows and seats.

6- Distribution of classes: The effect of this factor was controlled by the equal distribution of classes between the two research groups (experimental and control), two lessons per week for the two groups, and according to the educational system of the Ministry of Education, as the two researchers agreed with the school administration to organize the lecture distribution schedule, to ensure equal opportunities among female students. The two groups

Fifth: Research Requirements:

One of the requirements of this research is to prepare the scientific material and study plans for the implementation of the educational program.

1. Determining the scientific material: The two researchers relied on defining the scientific material on the vocabulary of the sociology subject to be taught to fourth grade literary students in the Republic of Iraq, which they will study during the experiment period, and the study material was unified between the two research groups, which is the first three chapters.

2. Formulating behavioral goals: a behavioral goal is a phrase that describes the expected performance of the learner after completing the teaching of a specific educational unit, that is, it describes the educational outcome or the final behavior of the learner (Mansi: 74, 1999) and a good and effective behavioral goal is the one that achieves the goal set For it, to enable the teacher to make decisions related to measurement, achievement and evaluation, so formulating and defining behavioral goals is an important and necessary step, whether it is for preparing the validity test or for teaching and preparing its plans. Therefore, the researchers proceeded to derive behavioral goals for the material that is taught during the experiment), and they numbered (90) behavioral goals, distributed on three levels of the cognitive field level of Bloom's classification of behavioral goals, and they were distributed to the chapters of the experiment, then the researchers presented them to a group of

experts Specialists in curricula and teaching methods, in order to verify their validity and fulfillment of the content of the study material, and in the light of their opinions, the researchers modified a number of objectives, and none of them were deleted, and these objectives will be adopted as a guide for the teacher's work during the implementation of the program.

1. Preparing study plans: The two researchers prepared appropriate teaching plans for the subjects of the experiment in the light of the content of the educational program for the students of the experimental group, and plans for the students of the control group. The researchers made a number of necessary modifications.

Sixth: the research tool: the two search tools consisted of the validity scale

▫ Test validity scale is the tool that is used to measure knowledge, understanding and skill in a study or training subject or group of subjects (Abu Ghraibah: 69, 2008). One of the requirements of this research is to build a measure of social values, and according to the researchers' knowledge of previous studies related to the topic of honesty, and this honesty is (honesty, truthfulness, and humility), and in the light of this honesty, the researchers prepared the paragraphs of the measure of honesty, which consist of (33) items, with (11) items. For each value, and in front of each value, three response alternatives were placed: (applies to me, applies to me sometimes, does not apply to me)

▫ Seventh: Statistical means: The researchers used the t-test for two independent samples and Cronbach's alpha equation.

The fourth chapter presents the results of the study, its interpretation, conclusions, recommendations, and proposals

    This chapter includes a presentation of the research results that the researchers reached after processing the data statistically, an explanation of the results that resulted from the research, and the most prominent conclusions, recommendations and proposals that the researchers reached from verifying the following research hypotheses:

  First: display the results:

1. Presentation of the result related to the first hypothesis. There is no statistically significant difference at the level of significance (0.05) between the mean scores of the students of the experimental group who study sociology in the educational program and the average scores of the students of the control group who study the same subject in the usual way in the validity scale and to verify The validity of the hypothesis was applied the final scale of honesty, and when calculating the scores of the students of the two research groups (experimental and control), and treated them statistically using the t-test for two independent samples, as it was found that the arithmetic mean of the experimental group is equal to (81.06) with a standard deviation of (4.57), while The arithmetic mean of the control group is equal to (71.43) with a standard deviation of (4.04), and after using the t-test for two independent samples, it turns out that the calculated t-value is (8.71), which is greater than the tabular t-test of (2.00) at Significance level (0.05) and degree of freedom (59), as shown in Table (3).

Table (3) The arithmetic mean, standard deviation, and t-value of the scores of the students of the experimental and control groups in the validity scale

the group	Sample volume	standard deviation	SMA	t values		degrees of freedom	Significance at level (0,05)
				calculated	Tabular		
Experimental	31	2.30	27.16	4.97	2,00	59	Not

control	30	2.46	24.13					statistically significant

1. The result related to the third hypothesis: There is no statistically significant difference at the level of significance (0.05) between the mean scores of the experimental group students studying sociology in the educational program in the validity scale before and after the experiment. In order to validate the hypothesis, the scores of the experimental group students were calculated before and after the experiment in the validity scale, and treated statistically using the t-test for two related samples, as it was found that the calculated t-honesty (18.29) is greater than the tabular t-value of (2.02) at the level of significance (0,05) and a degree of freedom (49), as shown in Table (4).

Table (4) The arithmetic mean, standard deviation, and t-value of the scores of the experimental group students in the pre and post validity scale

the sample	Sample volume	standard deviation	SMA	average arithmetic of the differences	standard deviation	t values		degrees of freedom	Significance at level (0,05)
						calculated	Tabular		
Tribal	31	2.36	23.68	3.48	1.06	18.29	2.04	30	Statistically significant
after me		2.30	27.16						

Second: Interpretation of the results: - Interpretation and discussion of the first and second results: The results revealed that the students of the experimental group who studied sociology through the educational program, according to the visual approach, excelled over the students of the control group who studied according to the traditional method in honesty, and the superiority of the scores of the students of the post-experimental group. on their dimensional scores, and the researchers attribute this result to the following reasons:

1. The type of experiences that were presented to the students, the way they were presented and the sources of their evaluation during the lessons of the program and the cooperative work could have a positive impact on honesty, and this in turn was reflected in the success of the educational program in achieving its objectives.

2. The program focused on providing students with the skills of building and designing solutions to problems of a social nature to some extent, which they were trained to solve. This is evident through the procedures that were implemented through the activities that were presented to the students and through the continuous evaluation of progress during the program.

Third: Conclusions: - In the light of the results of the study, the researchers can conclude the following:

1. The educational program stimulated the students' abilities to learn how to learn and think, and how to benefit from their way of thinking in life, not just memorizing information.

2. The visual approach and the strategies emanating from it make learning easier and stored in the minds of students through diagrams and cognitive forms.

Fourth: Recommendations: - In the light of the results and conclusions reached by the researchers in this study, the following is recommended:

1. Adopting the educational program according to the visual approach in teaching sociology in the preparatory stage, due to its effectiveness in raising honesty

2. Diversifying the use of modern teaching strategies in teaching by middle school teachers, especially the strategies emanating from the visual approach.

Fifth: Suggestions In order to complement this research, the researchers propose the following:

1- Conducting a study similar to this study for other materials such as: Teaching Thinking, Developmental Psychology, Curriculum and Textbook.

2- Conducting a comparative study between the educational program based on the visual approach, and educational programs based on other theories, to identify the best ones in teaching sociology.

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