

The effect of the directed imagination strategy on developing basic motor skills of slow learners in the city of Kirkuk

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Abstract

The research aims to determine the effect of the directed imagination strategy in developing basic motor skills for slow learners in the city of Kirkuk. There are statistically significant differences between the results of the post-tests of the experimental and control groups of the basic motor skills of the slow-learning pupils in the city of Kirkuk. The researchers used the experimental approach by designing two equal groups with a pre-test and post-test as appropriate to the nature of the research. The research sample is composed of the first and second grade students (special education) in Al-Miraj Elementary Mixed School and Al-Irada Primary School / Kirkuk Education Department. The total number of the sample was (32) male and female pupils. The Mi'rage primary school was chosen to represent the experimental group while Al-Irada was set as the control one. The teaching plan was prepared according to the strategy of directed imagination, which amounted to (12) plans representing the educational curriculum of the experimental group and applied in (6) weeks. After completing the pre-tests and the post-tests, the results were treated statistically. The researchers concluded that there are significant differences between the students' scores in the post-test and in favor of the experimental group that applied the strategy of directed imagination. Therefore, the researchers concluded the positive effect of the strategy in developing basic motor skills. For this reason, the researchers recommended the adoption of a strategy of directed imagination in physical education lessons for special-needs education classes.

Keywords: strategy, directed imagination, basic motor skills, slow learner.

1. INTRODUCTION

1-1 Introduction and importance of the research

Today, after the Corona pandemic, we live in an era of scientific development for all areas of life and the revolution of the scientific and technological era, as these rapid changes have become a characteristic feature of the present era. This has imposed a new situation on education with a need to review its objectives and methods of work, diagnose aspects that require change or development, and propose alternatives in terms of methods and approaches used in accordance with modern

scientific and technological rules (Attia, 2010, p. 247).

Education, in the light of these events, has an important responsibility to keep up with this great development by investing all human staff capable of keeping up with scientific and technological development, and able to successfully adapt to the rapid changes in society. It should also work to develop the experiences of students, modify them, refine their talents and enhance their motivation.

Teaching is an important means of achieving the goal and objectives, including teaching students through the joint effort of the teacher

and the student and modifying teaching strategies in case of failure to help students improve their results (Alian, 2010, p. 107).

The teaching method is central to the teaching process, which contributes to translating the educational objectives of the subjects into facts, information, concepts, trends, tendencies and skills that paint the picture of the true outputs of education. This means that the method of teaching is an effective tool of achieving educational objectives. Therefore, it was incumbent on the educators to learn a variety of new methods and use them effectively (Katout, 2009, pp. 76-78).

Teaching strategies and methods of different types are effective tools and genuine means of communication through which the objectives of education can be achieved, whether these goals are cognitive, emotional or dynamic. Thus, the teaching strategies are diverse educational purposes and objectives aimed at achieving them or different psychological requirements for use by teachers and students.

There are many strategies through which goals can be achieved. These strategies are based on the philosophy that the student is the focal point of the educational process. The most prominent of these strategies is perhaps the guided imagination, which lies in the ability of the student to move mentally and efficiently beyond the current place and time based on the map of memory and imagination. We can construct mental perceptions beyond the current situation and here lies the importance of imagination (Al-Hashimi and Al-Dulaimi, 2008, p. 208).

The guided imagination strategy is an effective way to find logical communication between the learner and his or her imagination and make him/her move on a journey of imagination in search of building mental images of what they hear. Students are directed to Build colorful images of a variety of sizes and the five senses are integrated and the smell, taste, sense of heat, texture and image are integrated into the mental image being built (Khamis and Mohammed, 2009, p. 281).

1.2 Research problem:

Attention to children and their development is a priority of developed countries as the progress of these countries is associated with the level of services provided to that segment in general and those with special needs and slow learning in particular. Through the work of researchers in the field of education, it was found that activating sports education lessons in the ranks of special education is an important tool in achieving that.

Therefore, it was necessary to give these lessons more luck than arrangement and activation and invest all the ideas and possibilities available to raise the level of this group like their peers in schools in terms of behavior and mentality and development of abilities including basic motor skills. This is because it has an important role in the harmony of slow learning in life.

Therefore, the problem of research is the question: What is the impact of the strategy of directed imagination in the development of basic motor skills of slow learners in Kirkuk?

1-3 Research Objectives:

1-Recognizing the effect of the directed imagination strategy on developing basic motor skills for slow learners in the city of Kirkuk.

2- Comparing the strategy of directed imagination and the method used in developing basic motor skills and motor skills for slow learners in the city of Kirkuk.

1-4 Research Hypotheses:

1- There are statistically significant differences between the results of the pre and post test for the experimental and control groups in the development of basic motor skills for slow learners in the city of Kirkuk.

2- There are statistically significant differences between the results of the post-tests of the experimental and control groups in the basic motor skills of slow learners in the city of Kirkuk.

1-5 Research Areas:

1-5-1 The human domain: first and second grade students (special education) in Al-Mi'raj Elementary Mixed Schools and Al-Irada Elementary School/ Kirkuk Education Department

1-5-2 The temporal domain: the period from 14/12/2021 to 4/2/2022.

1-5-3 The spatial domain: the arena and the classroom for the mixed primary schools of Al-Miraj and Al-Irada / Kirkuk Education Department.

1-6 Defining Terminologies:

Guided imagination strategy:

The strategy of directed imagination, defined by Galen (1993) as:

It is a session in which an imaginary scenario of an imaginary journey is presented to a group of learners in which they move to an imaginary world with a mentor who directs them through this imaginary journey. The aim of this is urging them to build mental images of what they hear and reflect on a series of events that they have previous experience in, and link them to the real world, then returning them to reality, then asking questions and urging them to answer and expressing them in drawing and color (Galen, 1993, p. 26).

Basic motor skills: They are the basic skills that are related to some aspects of physical maturity in its early stages. Since these motor patterns appear in humans in the first place, so some call them basic motor skills." (Jabr et al., 2002, p. 207).

Slow learner

This is a normal person (child) in the general framework, but he/she finds it difficult for one reason or another to reach the educational level that his/her normal peers reach on average, and he/she is not classified among the mentally retarded (Ministry of Education, 1986).

2. Previous studies:

Al-Zubaidi Study (2012):

(Effect of the strategy of Guided imagination and random excitement in achieving and developing creative thinking and emotional intelligence among first-grade students in physics).

- The study aimed to reveal the effect of the strategies of directed imagination and random excitement on achievement and the development of creative thinking and emotional intelligence among students of the first intermediate grade in physics. It was applied to a sample consisting of (100) students in three sections to represent the two experimental groups and the control group. The sample was divided (33) students in the first experimental group that studies according to the strategy of directed imagination, (33) students in the second experimental group that studies according to the strategy of random excitement, and (34) students for the control group that studies in the usual way. The study used the appropriate tools (achievement test in physics, creative thinking test and scale of Emotional intelligence in addition to the researcher's use of the statistical package (SPSS). The study showed the following results: - There are differences between the first experimental group and the control group in the achievement test and the creative thinking test in favor of the first experimental group, and there was no statistically significant difference between the second experimental and control groups.

- Al-Arajia's study (2012):

(The effect of the educational imagination strategy on developing creative thinking for fourth-grade literary female students in reading subject).

This study aims to identify the effect of the educational imagination strategy in developing creative thinking among female students of the fourth literary grade. The study was done in partial fulfillment of obtaining a master's degree. The researcher used the statistical package (SPSS). The study showed the following results:

1- There is a statistically significant difference between the mean differences between the scores of the pre and post tests of creative thinking in favor of the post test for the experimental and control groups.

2- There is a significant difference between the mean scores of the two research groups in creative thinking in favor of the experimental group.

After reviewing the previous studies, aspects of benefiting from them run as follows:

- Formulating a problem and research objectives
- Choosing the appropriate experimental design and equivalence and homogeneity procedures.
- Learning about sample selection methods.
- Taking advantage of the statistical means used.
- Finding some sources related to the current research.

3. Research methodology and field procedures:

3-1 Research Methodology:

The researchers used the experimental approach that suits the nature of the research.

3-2 The research community and its sample:

The research community was identified as special education students (314 in total) in the Kirkuk Education Department. The research sample consisted of students in the first and second grades of primary (special education) in Al-Mi’raj Elementary Mixed School and Al-Irada Primary School / Kirkuk Education Department. By way of lottery Al-Miraj Elementary Mixed School was chosen to represent the experimental group and Al-Irada Elementary School to represent the control group with (16) students per school.

3-3 Experimental Design:

The researchers used the design called the design of randomly-selected equal groups with controlled pre and post tests, and Figure (1) illustrates this:

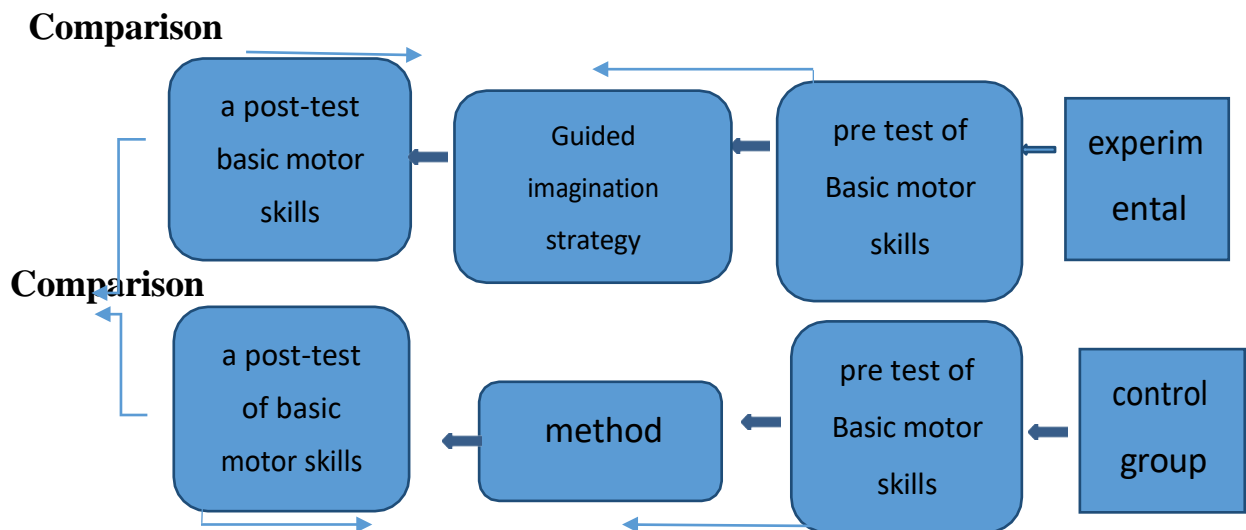


Figure (1): the experimental design of the research

3-4 Homogeneity and equivalence of the research sample:

3-4-1 Homogeneity: Homogeneity has been performed for some variables (height measured

in centimeters, mass measured in kilograms and age measured by year) (Al-Assaf, 1989, p. 307) and Table (1) illustrates this:

Table: (1) *the homogeneity of the variables for age, mass, and height for the research sample*

	Variables	measuring unit	Arithmetic mean	standard deviation	Median	Skewness coefficient
1	Age	Month	12,78	0,42	77	0.684
2	mass	kg	08,24	3,53	24	0,455
3	Length	poison	81,116	4,116	116	0,384

It is evident from Table (1) that the values of the skewness coefficient of the research variables (age, length, and mass) of the research sample are between (± 1) and this indicates the homogeneity of the research sample in the above variables.

3-4-2 Equivalence of the two research groups:

To achieve equivalence between the two research groups, the researchers relied on the

pre-tests for equivalence at the same time, which were conducted on 18-19 / 12 / 2021 at (10:30) in the morning, and in the arena and classrooms of Al-Miraj and Al-Irada Mixed Elementary Schools / Kirkuk Education Department, with the help of an assisting team. The purpose of equivalence is to ensure that the two groups follow the same starting line in the research variables, as shown in Table (2).

Table (2): *The equivalence of the two research groups*

Stat treatment of variables	measuring unit	T-values	experimental group		control group		Values of sig	Statistical significance
			(p)	(s)	(p)	(s)		
Running (10) from a standing position	Second	0.689	0.89	6.37	0.97	6.13	0.562	Non-significant
Partridge (10) with the chosen leg	Second	0.293	1.10	17.10	1.23	17.22	0.884	Non-significant
Throwing a tennis ball with one hand	meter	0.618	2.10	14.79	2.32	14.43	0.611	Non-significant
Throwing the tapping ball (2) kg with hands over the head	meter	0.354	0.31	2.94	0.65	2.22	0.644	Non-significant
stand on one foot stork standing	Second	0.341	3.22	18.13	3.13	17.19	0.621	Non-significant

Not significant given the value of sig > from (0,05)

It is evident from Table (2) that all the values of (sig) for the research variables are greater than (0.05). This means that there are no significant differences between the two research groups (experimental and control), which in turn indicates the equality of the two groups.

3- 5 Devices and tools used in the research:

"The research tools that help researchers collect data and solve problems to achieve research objectives, whatever tools are used, whether data, samples and devices (Mahjoub, 1993, p. 179).

3-5-1 Data collection methods:

- Arab and foreign sources and references.

- Tests and measurements used in research.
- questionnaires.
- Personal interviews.

3-5-2 Devices:

- A digital scale (to measure length and mass).
- An electronic calculator (Brand: Lenovo).
- A hand calculator (Brand: Casio).
- Three stopwatches.

3-5-3 Tools:

- Assisting team.
- Measuring tape.
- Sport cones (10).
- Whistles (3).
- Tennis ball (2)
- Tapping ball (2) kg.
- Flags.

3-6 Determining basic motor skills tests:

To determine basic motor skills and appropriate tests for them, the researchers relied on analyzing the content of scientific sources and previous studies (Hassan, 2002) (Abdullah, 2006) (Hadi, 2019) (Abbas, 2019) (Rasheed, 2019) which agreed on basic motor skills and their tests by 80% or more. These run as follows:

- Running skill: test for running (10) m from a standing position.
- Partridge skill: testing Partridge (10) m with the selected leg.
- Throwing skill: testing throwing a tennis ball with one hand.
- Throwing skill and testing Throwing the tapping ball (2) kg with both hands from above the head.

- Balance skill and testing standing on one foot (stork standing).

3-7 Preparing teaching plans according to the strategy of directed imagination:

In order to prepare teaching plans according to the strategy of directed imagination, the researchers reviewed previous studies and relevant scientific sources and conducted several personal interviews with experts in teaching methods, kinesthetic learning and special education. The plans were checked by the experts for any observations to be made on them prior to implementing them. The researchers prepared (12) teaching plans to apply them to the experimental group, with two lessons per week, so that the period of application of the educational program would be (6) weeks in total. The plan included the stages of implementing the strategy and employing it within the physical education lesson.

3-8 Field Research Procedures:

3-8-1 First pilot experiment

The two researchers, with the help of the assistant team (Annex 3), conducted an exploratory experiment on basic motor skills tests on a sample of (8) special education students. The pilot experiment was conducted on Monday 13/12/2021 and the aim of which was:

- Verifying the appropriateness of the tests and tools used.
- Identifying errors and obstacles that may occur and try to develop solutions before starting to implement the tests.

3-8-2 Second pilot experiment:

The two researchers conducted an pilot experiment on teaching plans according to the strategy of directed imagination and the method followed on a sample of (8) students on Tuesday, 12/14/2021, and the aim of which was:

- Verifying the appropriateness of the place for the implementation of the lesson according to the teaching plans and the adopted method.

- Verifying the suitability of the teaching plans and the method of their implementation to the level of the research sample members.

- Identifying errors and obstacles that may occur and try to develop solutions before starting the implementation of the educational program.

3-8-3 Pre-tests:

The two researchers conducted the pre-tests for the two research groups in the basic motor skills tests on Saturday and Sunday 18-19/12/2021 with the help of the assistant team.

3-8-4: The main experience:

The researchers implemented the educational program on Monday, 20/12/2021 according to the weekly lesson schedule until Wednesday, 2/2/2022, and in view of the occurrence of holidays and events during the duration of the implementation of the educational program, educational plans were compensated in other days by an increase of a week to work on the completion of the plans allocated to the educational program, as the teaching plans were applied to the research sample and the experimental group was given the educational program according to the strategy of imagination directed. The control group was given the educational material in the manner used by the teacher of the subject.

3-8-5 Post tests:

Post-tests were conducted for the experimental and control groups after the completion of the educational program in the variables of basic motor skills and with the help of the assistant team, on Tuesday, 2/3/2022.

3-9: Statistical means:

The researcher used the statistical program (SPSS v. 20) to process the data for the research.

4. Presentation and discussion of the results:

After checking the data obtained by the researcher, and to verify the validity of the research hypotheses, they were analyzed statistically using the appropriate statistical methods, which are as follows:

4-1 Presenting the results of the first hypothesis:

There are statistically significant differences between the results of the pre and post test for the experimental and control groups in the development of basic motor skills for slow learners in the city of Kirkuk.

Table (3): *the significant differences between the pre and post measurement in the basic motor skills of the control group*

Stat treatment of variables	measuring unit	T-values	experimental group		control group		Values of sig	Statistical significance
			(p)	(s)	(p)	(s)		
Running (10) m. from a standing position	Second	5.84	0.87	5.11	0.97	6.13	0,03	significant
Partridge (10) with the chosen leg	Second	7,62	0.94	15.24	1.23	17.22	0,03	significant
Throwing a tennis ball with one hand	meter	8,40	2.87	16.22	2.32	14.43	0,04	significant
Throwing the tapping ball (2) kg with hands over the head	meter	7,25	0.92	3.76	0.65	2.22	0,03	significant
standing on one foot stork standing	Second	6.77	3.97	20.23	3.13	17.19	0.03	significant

Significant given the value of sig < from (0,05)

Table (3) shows that the arithmetic means, standard deviations and the calculated (t) value between the results of the pre and post tests in the basic motor skills of the control group. It shows that the value of (sig) is less than the

value of the significance level (0.05), which indicates that there are statistically significant differences between both tests: the pre-tests and post-tests and in favor of the latter.

Table (4): *The significant differences between the pre and post measurement in the basic motor skills of the experimental group.*

Stat treatment of variables	measuring unit	T-values	experimental group		control group		Values of sig	Statistical significance
			(p)	(s)	(p)	(s)		
Running (10) m. from a standing position	Second	4,91	0.67	5.33	0.89	6.37	0.000	significant
Partridge (10) with the chosen leg	Second	8,42	0.79	8.04	1.10	17.10	0.000	significant
Throwing a tennis ball with one hand	meter	4,53	2.97	18.23	2.10	14.79	0.001	significant
Throwing the tapping ball (2) kg with hands over the head	meter	3.75	0.86	4.43	0.31	2.94	0.0003	significant
standing on one foot stork standing	Second	7.31	3.13	24.83	3.22	18.13	0.00	significant

Significant given the value of sig < from (0,05)

Table (4) shows that the arithmetic means, standard deviations, and the calculated (t) value between the results of the pre and post tests in the basic motor skills of the experimental group. The value of (sig) is less than the value of the significance level (0.05), which indicates that there are statistically significant differences between both tests: the pre-test, and post-tests and in favor of the latter.

4-2 Presentation of the results of the second hypothesis:

- There are statistically significant differences between the results of the post-tests of the experimental and control groups in the basic motor skills of slow learners in the city of Kirkuk.

Table (5): *Significant differences between the post-measurement in basic motor skills for the two experimental and control group*

Stat treatment of variables	measuring unit	T-values	experimental group		control group		Values of sig	Statistical significance
			(p)	(s)	(p)	(s)		
Running (10) m. from a standing position	Second	391	0.67	5.33	0.87	5.11	0.000	significant
Partridge (10) with the chosen leg	Second	7,23	0.79	8.04	0.94	15.24	0.000	significant
Throwing a tennis ball with one hand	meter	5,11	2.97	18.23	2.87	16.22	0,000	significant
Throwing the tapping ball (2) kg with hands over the head	meter	3,66	0.86	4.43	0.92	3.76	0,000	significant
standing on one foot stork standing	Second	6.02	3.13	24.83	3.97	20.23	0.00	significant

Significant given the value of sig < from (0,05)

Table (5) shows the arithmetic means, standard deviations and the calculated (t) value between the results of the post tests in basic motor skills for the two experimental and control groups. The value of (sig) is less than the value of the significance level (0.05), which indicates that there are significant differences in the post test in favor of experimental group.

4-3 Discussion of the results:

The researchers attribute the results of Table (3) of the significant differences and the development in favor of the post-tests of the control group in basic motor skills to the activation of the physical education lesson and the teaching method followed, which was applied to the control group by the subject teacher (researcher). This focused on explanation, repetition and presentation of the performance model in front of the student for movements and games and an attempt to invest time in playing and repetitions in order to reach the best interaction in the class, as (Mahjoub, 2000) indicates that the importance of repeating the performance and using kinetic models in front of the learners helps their interaction and learning the skill (Mahjoub, 2000, p. 175).

The researchers attribute the results of Table (4) of the significant differences and the development in favor of the post-tests of the experimental group in basic motor skills to the planning of the physical education lesson and activating and investing the interactive educational environment designed by the researchers through the use of organizing the students' seating place to be a place that is appropriate to implement the steps of the directed imagination strategy.

It can also be ascribed to the appropriate choice of the scenario and content of the kinetic story that was applied in the stages of imagination of relaxation and taking a deep breath with full focus on the sensory and emotional aspects by involving all the senses in the performance of roles and imagining the kinetic story as if he/she lived inside it, which made it easier for the brain to deal with mental images and try to link them with the interaction of the senses of the students and creating an atmosphere of

interaction and pleasure in the class. The diversity of scenarios in the kinetic story played a role in giving real fun to the slow learners, which generated them with a rush to participate in all the parts of the lesson. Also, encouragement and reinforcement with feedback and the diversity of methods of content delivery created a stimulating environment for students and helped in achieving the objectives. The results of the study dovetail with (Al-Arajia 2012) and (Al-Zubaidi 2012) in the significance of the effect of this strategy.

The researchers also attribute the results in Table (5) in the preference of using the directed imagination strategy over the adopted method to the fact that the use of the directed strategy made the students live in a new situation that happens for the first time in their lives. Thus, this encouraged them to interact in every minute of the lesson and worked to modify the students' attitudes and tendencies towards cooperation and interaction between them and avoiding isolation. These results are consistent with what was mentioned by (Hashem, 2019), (Obeis and Karim, 2014) and (Al-Jadba, 2012).

5. Conclusions and Recommendations.

5-1 Conclusions:

In light of the results this study has obtained, the following can be concluded:

- 1- The strategy of directed imagination has positively impacted the development of basic motor skills for slow learners.
- 2- Employing the strategy of directed imagination in the physical education lesson added an atmosphere of suspense, focus and interaction among the sampled students.
- 3- Changing the role of the teacher with a strategy of directed imagination.
- 4- The strategy of directed imagination worked to expand the imagination and thought of the students through their dialogues and the happiness that was painted on their faces.

5- The possibility of using the strategy of directed imagination in teaching physical education to the classes of normal students and in all primary grades.

5.2 Recommendations:

In light of the results, the researchers recommended the following:

- The necessity of using modern strategies in teaching physical education in the primary stage in general, and directed imagination in particular.

- Running training courses for physical education teachers and teachers in the Ministry of Education to introduce the modern teaching methods.

- Preparing classrooms, sports arenas, and educational devices and aids necessary to help teachers teach according to the method that suits them.

- Conducting research and studies on activating the physical education lesson for the various stages.

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