The effect of using electronic classes on the achievement of social sciences among fifth graders

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Abstract :
The current research aims to know: (The effect of using electronic classes on the achievement of social studies for fifth graders of primary school) and to achieve the goal, the following null hypothesis was developed: and the average achievement scores of the control group who study in the traditional way). The sample was limited to students of the fifth grade of primary school in the holy governorate of Karbala and teaching the topics of the first three chapters of the social book for the fifth grade of primary school to be taught for the academic year 2020-2021 in Iraq. The researchers prepared an objective test consisting of (25) multiple-choice items as a research tool after verifying their validity and reliability, with the use of a set of statistical methods represented by (Pearson correlation coefficient, chi-square, t-test, difficulty, ease, and excellence coefficient). The research found the superiority of the experimental group who studied social studies in electronic classes over the control group who studied in the traditional way. The researchers made several recommendations, including:
1- Adopting electronic classes when teaching social studies in the primary stage.
2- Adding scientific topics in preparation and training courses in the general directorates of education and training social studies teachers in teaching courses on how to use multimedia. 3- Encouraging the specialized supervisors of social subjects' teachers to use modern techniques that have proven successful during their visits to schools. Continuing the research, the researchers suggested several suggestions, including:
1- Studying the effectiveness of using electronic classes in other variables such as scientific thinking, creative thinking or inferential thinking.
2- Conducting similar studies on other academic stages, such as the university stage, such as the Colleges of Education and the College of Basic Education.
3- Conducting similar studies to the current study in other subjects such as physics, chemistry, mathematics and biology.

First :
 The problem of the research It is known that sociology is one of the subjects that students struggle to absorb and interact with, due to the abstraction of the social terms in the curriculum that are far from the students' minds. And the use of the usual methods in teaching leads to a loss of the element of excitement and suspense, as well as that it does not take into account the individual differences between students and at the same time requires memorizing the study material in a way that does not help students' achievement. Also, the weak reliance of teachers on modern methods in teaching social studies led to the emergence of Negative results on the level of education, which led to a decrease in achievement and this is confirmed by the studies conducted, such as the study (Al-Muhammadawi 2011) (Hussain 2010), as we find that most teachers adopt the usual methods and methods that do not correspond to the objectives of scientific education that seeks to raise the level of achievement among students. Therefore, it has become necessary to search for the most effective methods that make the student the focus of the educational process, active and interactive with his colleagues and his teacher, by reviewing the methods of teaching social studies and adopting educational methods based on students' participation seriously and attention to their psychological, educational and social needs for their participation in the educational process, and the need to overcome The traditional methods that make the students only recipients, but rather the activity of the students must be increased by their interaction with their colleagues and the teacher, as well as the conditions and fluctuations that the world is going through all the time, and some of which call for stopping the educational process. Therefore, we urgently need modern methods and modern technology that facilitate the educational process and prevent stop it. Hence the problem of the current research emerges with the following question: (Do electronic classes have an impact on the achievement of fifth graders in the subject of social sciences?).

Second :

The importance of research The modern era is witnessing a great scientific revolution and an explosion of knowledge and technology, as the accumulation of discoveries and theories and their technological applications continues in a way that humanity has not witnessed before, and in this information age, which carries with it many changes in all aspects of life, and as a result of these changes and rapid developments as well as And in scientific knowledge, this affected the educational and educational process as it affected everything from this era (the information age), but the influences of this era did not stop at a specific field and did not leave an activity without making a change in it, as education was one of the most important fields that It was subjected to change, as teaching and learning became two activities with their own, complex and intertwined tools, and their goals and results that are subject to measurement and evaluation. (Al-Hela, 1998: 379). As a result, researchers and educational scholars strive to find the best methods, strategies and modern technologies to prepare future generations so that they can interact with science. And its accelerating applications to meet these challenges, and this is what constantly drives them to make fundamental changes in the goals of science education to achieve For learners to understand science as a structured knowledge building that can be reached through careful observation, measurement, and experimentation. This is consistent with the general and basic objective of educational and educational institutions, which is to graduate students who possess abundant information, rich knowledge, organized memory, and interconnected ideas. Quality education, which requires the adoption of modern strategies and technologies that are commensurate with the developments taking place in different parts of the world. (Darwaza, 2000: 92) and by employing the best of what modern technology has produced, the use of computers in the development of the educational process and in various forms, including electronic classes that mimic the usual classes in nature It is simulated by using the computer to study it without exposure to the dangers associated with the real world, as well as getting rid of the problems of shortage of means and problems of shortage of buildings. (Qutait, 2011: 54) The electronic classrooms in the computer sometimes exceed the natural environments, as they are called artificial reality (artificial learning environments), which are a set of factors and conditions with which the learner interacts and influences him, and gives the educational situation its importance. As much as it provides honesty and realism, and that learning is better when electronic classes approach the natural environment. (Khamis, 3003) states that if we apply the standards of honesty and realism, the natural learning environment is the real environment in which learning should occur, and everything else is artificial environments. As for the school classes, they are natural environments in the case of theoretical learning, and they are also artificial environments in the case of learning. Concepts related to events and phenomena that occur in reality, and the natural learning environment is the best for learning, but it is often difficult to provide, and here artificial environments are the most suitable alternative for learning. Where educational and information technology has provided us with technological innovations to prepare artificial learning environments using the computer. (Khamis, 2003: 360-361) and Zain Al-Din (2007, 172) believes that due to the positive results achieved by the use of networks in supporting and raising the efficiency of the educational process at the global level, it has The applications of online education have remarkably varied, the most important of which are electronic classes, and it has begun to rely on the electronic classroom system, after achieving good results at the global level, and the emergence of its positive impact in supporting the educational system and raising its efficiency, as it is characterized by a set of important characteristics identified in the following Convenience and flexibility in scheduling study times, immediate access to the latest modifications to the program, achieving the principle of continuing education, lowering costs and saving time for non-mobility, and providing all means of interaction between the student and the teacher. Al-Gharibi (2009) mentions that at the present time there are many electronic classes, where there are approximately 200 software packages, including proprietary commercial software or open source software (OSS-Open Source Software). Many studies and research have been conducted on electronic classes, where all of these studies have proven the effectiveness of these classes in the educational process, and these studies include the study of Samour (2011), the Ashour study (2009), the study of Al-Qarni (2006), the study of Abdul Qadir (2008), and the study of Richard (Richards.F, 2005). From the foregoing, the researcher concludes that the importance of his research is concentrated in the following: 1- The scientific progress that the world is witnessing in various fields of life has led to the use of modern educational means and techniques in teaching at the different academic levels. 2 The current research may be a new addition to scientific research and studies related to the subject of the impact of electronic classes on achievement. 3. The results of this research may benefit the teacher in improving his performance, developing his teaching skills, and teaching methods, so that his teaching is organized and purposeful. 4. This research may benefit those in charge of the educational process in universities and the Ministry of Education with new information and technologies that help them in distance education and the design of electronic programs and classes that serve the teacher and the learner. 5. An attempt to find solutions to overcome some of the problems that hinder education, such as the problem of Corona Virus, which currently exists in Iraq and the world, and an attempt to continue education through distance education using the Internet

Third:

The aim of the research The current research aims to identify: The effect of electronic classes on the achievement of social studies for fifth grade students.

Fourth:

The research hypothesis: There is no statistically significant difference at the level of significance (0.05) between the average scores of the experimental group students who study modern and contemporary history by the electronic classroom method and the average scores of the control group students who study in the usual way in achievement.

Fifth:

The limits of the research The current research is limited to: Fifth grade students in the governmental primary day schools of the Holy Karbala Governorate. Topics for chapters (first and second) from the Social Book, 7th edition, 2017. The first semester of the year (2020-2021). Electronic classes using computers and tablets.

Sixth:

Defining the terminology of electronic classes: Defined by: Sammour (2011) as "a system that allows live interaction between the teacher and students via the Internet, as it combines the characteristics of traditional classes and electronic classes, and this system is characterized by flexibility and ease; in terms of determining the appropriate times for the teacher and students, so that Students can communicate simultaneously and in written and audio dialogues, in order to achieve the optimum level of comprehension and comprehension." (Sammour, 2011: 34) procedurally defined by researchers: "They are classes that depend on the meeting of students and the teacher via the Internet, and at different times to work on reading the lesson and performing homework. And accomplish the tasks through a set of tools that include voice interaction, electronic text conversations, and educational administration that enables to provide direct and interactive learning, and in ways that are completely similar to what is done in traditional education. that students obtain in a subject after conducting the experiment on it, and this is done by means of post-tests" (Van .). denBos, 2015:9) What the researchers know procedurally: the amount of information and experience that the students of the research sample obtained in the achievement test prepared by the researchers, measured by the degrees they obtain in the final test after studying the social subject after the end of the experiment.

The second chapter

the theoretical framework and previous studies

E-learning: The concept of e-learning:

electronic or virtual education:

is a type of education that depends on the use of multiple electronic media in communication between teachers and learners, and between learners and the educational institution. (Al-Muhaisen and Hashem, 1998: 23) and there is confusion between e-learning and virtual education, and it was clarified by (Salim 2004) "that e-learning in that the first is similar to traditional education in its steps with its use of electronic means and media and may take place in the classroom, it is real education and not virtual education Where the word "assumption" refers to something that is not true that e-learning is not distance education, not all e-learning must be done remotely, but e-learning is one of the forms and models of distance education, and that it can also take place within the walls of the classroom with the presence of The teacher, and this is what is applied in the current study using e-learning applications in electronic classes in the three forms (interactive - cooperative - integrative) and in the presence of the teacher in his new role, which is the supervisor and guide of the educational process (Salem, 2004: 290)

First: the concept of electronic classes

There are several definitions of electronic wool, among which the researchers provide the following: Where Rizk (2009) defined it as "a main means of presenting lessons and lectures on the Internet, in which the basic elements needed by both the teacher and the learner are available, and it depends on the interactive learning method." Al-Shehri (2009) defines it as "one of the technical education systems that include electronic systems that allow interaction with the teacher in audio and video through a complete presentation of the educational content of the virtual classroom through the Internet and live, which is called simultaneous learning and interaction." As Muhammad (2008) defines it as "a synchronous virtual environment managed by the teacher that allows direct interaction between the teacher and learners using the available classroom tools such as text and voice dialogue, raising hands, clapping, laughing or answering questions, as well as the possibility of instant class evaluation."

Second: The characteristics of the simultaneous electronic classes: The electronic classes have a set of characteristics that distinguish them, among which the guide to using the e-learning system (2003) mentions

1- Providing all means of live interaction between the teacher and the learner.

2- The ability of the learner to interact with the teacher on the electronic whiteboard

3- The learner interacts with the teacher in discussion, whereby the student can speak through the microphone connected to the personal computer he is using.
4- Enabling the teacher to make a quick survey of the learner's response and interaction with the different lesson points that are presented directly.
5- Enabling the teacher and the learner to make an immediate assessment of the learners' response through making a quick and immediate questionnaire through which the teacher can estimate the extent of the learners' interaction with him and the content of the material presented.
6- The possibility of using participation in Application Sharing.
7- The possibility of dividing the learners into small groups in interactive rooms with audio and video in order to conduct experiments on the spot Labs-Hands-on and at the same time of the class and enabling the teacher to discuss with any of the working groups and the participation of all learners in analyzing the results of one of the work groups.
8- Enabling the teacher and the learner to make an immediate assessment through a quick test. The direct learner interaction is evaluated and discussed in the presence of the teacher.

The difference between electronic classes and traditional classes:
Al-Qarni (2006, 27) sees that electronic classes include various advanced and intelligent technologies such as direct communication (by text or voice, or by voice and text together) and direct participation of systems, programs and applications (between the teacher and students or between students each other). It allows interacting with the teacher or the organizer of the educational symposium via live audio.

Third: The advantages of electronic classes:
Zain Al-Din (2007), Al-Musa and Al-Mubarak (2005, 245), Mustafa (2005, 56), Al-Nabahin (2005, 23), and Bassiouni (2000, 114-115) identified the benefits and advantages of using virtual classes in The educational process in the following points:
1- Ease of communication at any time and place.
2- Exchanging information and research between schools and each other and supporting the spirit of scientific competition and culture among learners.
3- The possibility of implementing all methods of collective supervision (meetings, workshops and seminars) with ease and ease.
4- The significant reduction in cost: the virtual classrooms do not need classrooms or school yards, nor do they need transportation and expensive school tools.
5- Covering a large number of pupils and students in different geographical areas and at different times.
6- Exempting the teacher from the heavy burdens of reviewing, correcting, monitoring grades and organizing, and allowing him to discharge his educational tasks.
7- The high speed of dealing and response and reducing the burdens on the educational administration.
8- The large amount of knowledge bases devoted to virtual halls, including electronic libraries, encyclopedias, and research centers on the World Wide Web for information.
9- Opening several axes in discussion forums in the virtual classroom, which encourages the student to participate without fear or apprehension.
10- Continuous interaction, continuous response, and continuous follow-up. All this is done electronically without adding burdens to the school administration.

Fourth: Basic tools in electronic classes:
There are a number of basic tools used in virtual classrooms, as mentioned by Saadeh and Al-Sartawi (2007), Zain Al-Din (2007, 336-338), Zaitoun (2006, 157-159), and Salem (2004). , 352- 360), Al-Mubarak (2004), Al-Jarf (2001, 202-203), and Khamis (2009, 394) are summarized as follows:
- The first tool: Internet Relay Chat: This tool allows direct and immediate communication Shares between two or more people via computer networks and through group discussions, brainstorming exercises, and problem-solving activities they share using this tool.
- The second tool: Real-time Audio With Visuals is the ability to talk with the trainees via the Internet, in which live audio can be used in real time with visuals, and it highlights the importance of changing the pitch, tone and speed.
- The third tool: Application Sharing Shared applications are meant to enable the trainees to participate with others in working on one of the application programs such as a spreadsheet or one of the presentations designed in PowerPoint or using the electronic whiteboard on the network.

- The fourth tool: the electronic dashboard, which is the main tool in the common applications. It is quite similar to the well-known whiteboards, which gives the trainees the ability to write, make notes, draw and paste on them, in addition to the ability to save its contents, transmit it or send it by e-mail to the teacher.

- Fifth Tool: Short Tests and Opinion Poll: This tool gives the session leader in the virtual class the ability to conduct a short test or opinion poll by which he measures the success of the session and the extent to which its objectives have been achieved, at the end of the session, and he can obtain the results directly and easily.

- Sixth Tool: Internet Browsing: This tool gives the ability to browse the World Wide Web through the default chapter by typing the requested URL in the space provided for it.

-The seventh tool: Breakout Rooms. This tool gives the session leader the ability to divide the people in the classroom into breakout groups (cooperative learning groups), to exchange opinions and interact with each other.

-The eighth tool: Sharing Desktop and Files This tool enables the class leader to share the desktop with the participants after they give you permission to do so and then exchange files with them and save or print it.

There are tools for human interaction with people in the class by expressing their feelings such as approval, rejection Raising the hand, asking permission, clapping, laughing, resentment...etc.

Previous studies

Among the previous studies that made a comparison between virtual classrooms and traditional classrooms, Lim & Karol (2004) study, which aimed to know the effect of three types of education on student achievement and their interest in studying, and these patterns are: Internet-based education using a program Virtual classrooms, face-to-face traditional education, and the use of the Internet-based education system with the traditional method of education, and the results of the experiment confirmed that there were statistically significant differences between each of the two groups (which were taught using Internet-based education - and the group that studied with both methods), compared to The group that studied in the traditional way only, in favor of the two groups. Several studies have attempted to identify the benefits or advantages that virtual classroom technologies enrich the processes of learning, teaching and training compared to e-learning technologies in particular, and the benefits it provides to education and training processes. In acquiring the concepts of Islamic jurisprudence among intermediate diploma students and their attitudes towards them, the study concluded that there are statistically significant differences in the post application of the achievement test in favor of the experimental group. The study aimed to identify the effect of teaching using electronic classrooms in the three images (interactive - cooperative - integrative) on the cognitive achievement of the levels of remembering, understanding, application and the three levels combined on the fifth grade students in mathematics in the division unit, and the study found that there are statistically significant differences at the level of Understanding between the interactive electronic separation and the integrative electronic separation in favor of the integrated electronic separation Milli, as well as there are no statistically significant differences at the level of understanding between the cooperative electronic classroom and the integrated electronic classroom in cognitive achievement, and Rizk's study (2009), which aimed to know the impact of virtual classrooms on self-efficacy beliefs and teaching performance of pre-service science teachers, and after analyzing the results, the researcher found To the effect of virtual classrooms in developing the training efficiency of students teachers of the Chemistry Division, and this was evident through the superiority of the experimental group over the control group in the post application of measurement tools. As for the Ashour study (2009) it aimed to identify the effectiveness of virtual classes in acquiring three-dimensional design skills Among the students of educational technology at the Islamic University, where the study concluded that there are statistically significant differences between the pre and post application on the experimental group in favor of the post application, and this means the impact of the program, while the study of Abdel-Aty and Abdel-Aty (2009) aimed to identify the effectiveness of a proposed training program in developing Some electronic content management skills using virtual classrooms among professional diploma students and their attitudes towards them There are statistically significant differences between the mean scores of the study sample in the two applications, pre and post, of the three study tools, in favor of the post application, and the study of Abdel Qader (2008), which aimed to identify the effectiveness of a proposed electronic program using virtual classrooms in developing confidence in e-learning and interactive communication and student achievement in a course Teaching forensic sciences, the study found the effectiveness of the proposed electronic program using virtual classrooms in developing confidence in e-learning, interactive communication, and students' achievement in the course of teaching methods of forensic sciences, as well as the study of Al-Hudhaifi (2005). The study sample consisted of (115) faculty members in the College of Science and College of Education, from the viewpoint of the faculty members at King Saud University, and the study found a number of determinants that could affect the design, production and use of virtual classrooms. Richards (Richards.F, 2005) It aimed to identify the extent of the impact of virtual classrooms on the teaching and learning processes, as Al-Ain members

considered Obtaining information and carrying out the learning process through virtual classrooms is one of the best student activities, and they also reported that virtual classrooms were a tool to stimulate students' motivation towards learning, and the study of Al-Mubarak (2004) aimed to identify the effect of teaching using virtual classrooms via the global information network on The achievement of university students, and their use in the teaching and learning processes, and the study reached a set of results, the most important of which are: the preference of the results and achievement of the group that studied in the virtual classroom method over the traditional method, and it also found that the virtual classroom greatly reduces the administrative burden, which made it an effective tool in education, especially in solving contemporary educational problems. Most of these studies have unanimously agreed that virtual classrooms for teaching and learning processes contribute to facilitating the tasks of teachers, supervisors and lecturers, by providing their educational, training and professional materials through these classes, and they are also learning aids for students and trainees.

Chapter Three
 Research Procedures
First: Research Methodology: The researchers followed the experimental method to know (the effect of using electronic classes on the achievement of social material for fifth grade students) because it is the appropriate method for the nature and purposes of the research, in addition to that it is one of the approaches used in educational and psychological research.

 Second / Experimental Design: The experimental design aims to identify the research groups and choose the appropriate statistical means (Mansi, 2000: 234). The selection of the experimental design is the first step that falls on the researcher's shoulders when conducting a scientific experiment, as the safety and validity of the design are the basic guarantee to reach a conclusion. Sound and accurate results, so the researchers adopted an experimental design with partial control, and an achievement test, and as shown in Figure (1).

Figure (1) Experimental Design

search tool	dependent variable	independent variable	Groups
achievement test	collection	electronic classes	**empiricism**
		the usual way	**control**

Source / prepared by researchers
Secondly / the research community and its sample:
 A - The research community: The research community consists of the primary day schools for boys in the General Directorate of Education of the Holy Karbala Governorate, which number (605) primary schools, and the number of fifth grade students is 35,000 students.
 B - Research sample: The current research sample is determined by fifth grade students in government primary schools (morning study) in the Karbala governorate center for the academic year (2020-2021). By random assignment, they chose from them Division (A) as an experimental group and Division (B) as a control group, and after excluding the students who had failed from the previous year, the number of students in the two groups reached (50) with (25) students per group, and the two groups were rewarded in some variables, namely (chronological age, Intelligence, previous achievement, parents' academic achievement) and there were no differences between the two groups in these variables.

 Third: Research Requirements:
Research Procedures The scientific material was determined in chapters (1, 2, 3) of the social book for the fifth grade of primary school, as it was formulated (80) a behavioral goal according to the six levels of Bloom's cognitive classification, and the researchers prepared (22) study plans for each of the two groups according to (electronic classes of the experimental group and according to the usual method for the students of the control group, and the plans and goals of behavior were presented A study was conducted on a group of arbitrators in education and social teaching methods to determine their suitability for the purpose for which they were prepared.

 Fourth: The research tool:
The researchers prepared a tool to measure (achievement) to find out the effect of the independent variable (electronic classes) on the students' achievement. The test, which aims to measure the achievement of the students of the two research groups in the social subject, for the first three chapters, as they prepared the test map and for the six levels of Bloom's cognitive classification. The weights of the behavioral purposes, and the validity of the apparent test was confirmed by presenting the test to the arbitrators to express their opinions on the validity of the test items, and some of them were modified in the light of their opinions, and the items that obtained an agreement

percentage (80%) or more were retained, and the constructive validity was verified by the numbers of the test map As shown in Table (2).

number of paragraphs	level of behavioral purposes			Relative weight of the content	Number of shares	chapter
		%8Application	understandin %42g	Knowledge %50			
24		2	10	12	%26	6	fifth
28		2	12	14	%37	8	sixth
28		2	12	14	%37	8	seventh
80		6	34	40	%100	22	Total

The exploratory application of the test:
The researchers conducted the initial reconnaissance experiment of the test on a sample of (25) students of the fifth grade of primary school in (primary) on (5/10/2020). The average answer was (40 minutes), and the second exploratory experiment was conducted on a sample of (200 students) who were randomly selected from the fifth grade students in (Al-Wissam Elementary), (Al-Rahma Elementary) and (Al-Rehab Elementary) in (7/10). 2020) and the researchers themselves supervised the application, and after calculating the average time taken, it was found that the appropriate time to complete the answer is (40) minutes, and after correcting the answers, he arranged the scores in descending order and then took the upper (27%) of the answers and (27%) of the lower answers They extracted the degree of difficulty of the paragraphs, the coefficient of discrimination, and the effectiveness of the wrong alternatives according to the following:

A- The difficulty factor of the paragraphs: When calculating the difficulty coefficient for each of the test paragraphs, it was found that it ranged between (0.30 - 0.68), so all the objective test items were moderate. Difficulty and thus are all considered acceptable, as he sees J Bloom that the test is good and valid for application if the coefficient of difficulty of its paragraphs between (0.20 - 0.80). (Abdul-Saheb, 126:2011)

B- b- Discrimination coefficient for items: When calculating the coefficient of discrimination for each of the test items, it was found between (0.31 - 0.68), as Eble believes that the test items are good if their discrimination strength is (30, 0) or more, and this means that all test items are considered good (Rani and Others, 2007: 63)
C- Effectiveness of the wrong alternatives: the alternative is more effective the higher its value in the negative, and after the researcher conducted the necessary statistical operations to know the effectiveness of the wrong alternatives for to the achievement test items and found them to be good alternatives.

The stability of the test:
In order to verify the stability of the achievement test, the researchers used the (Facronbach) method, as it reached (0.88) and is a very good stability indicator (Najm and Kholoud, 140:2016). The achievement test is ready to be applied to the research sample consisting of (40).) An objective test paragraph with four alternatives, one correct, and the highest score for the test is (40) degrees, and the lowest score is (zero).

Application of the experiment:
The researcher (Mohamed ZughayerNazir) began applying the experiment to the members of the two research groups on 10/21/2020 by teaching three lessons per week according to the plans prepared for each group, as the teaching continued until 17/12/2020.

The fourth chapter
presents the results, conclusions, recommendations and suggestions
First - Presentation of the results:
A - Presentation of the results related to the null hypothesis:
This hypothesis states that: (There is no statistically significant difference at the level of significance (0.05) between the average scores of the experimental group students who study in electronic classes and the average scores of the

control group students who In order to verify the validity of this hypothesis, the arithmetic mean, standard deviation and T-value were calculated for the scores of the two research groups in the achievement test, and as shown in the following table: Table (3) shows the significance of the difference between the mean scores of the students of the two groups in the achievement test and (T) for two independent samples

It is clear from the above table that the arithmetic mean of the scores of the experimental group students is equal to (32.2), the arithmetic mean of the scores of the students of the control group is equal to (23.8), and the calculated T-value amounted to (8.2), which is greater than the tabular value of (202) at the degree of freedom (48) and the level of freedom. Significance (0.05), which means that there are statistically significant differences in favor of the experimental group in the achievement test, and thus the first null hypothesis is rejected, and the alternative that confirms the existence of a statistically significant difference at the level of significance (0.05) between the average scores of the experimental group students is accepted. who study with multimedia and the average scores of the students of the control group who study in the usual way in achievement.

Second: Conclusions :

In light of the results of the current research, the researcher can conclude the following:-

1- The effectiveness of using electronic classes in teaching social studies for fifth grade students and an increase in their academic achievement compared to the usual method.

2- The electronic classes make the role of students positive, effective and active because they add an element of excitement and suspense to the lesson .

Third: Recommendations :

In light of the results of the research, the researchers recommend the following:

1- Adopting electronic classes when teaching social studies in the primary stage.

2- Adding scientific topics in the preparation and training courses in the general directorates of education and training the social studies teachers in the teaching courses on how to use multimedia.

3- Encouraging the specialized supervisors of social subjects teachers to use modern techniques that have proven successful during their visits to schools.

Fourth: Proposals:

To complement the research, the researcher proposes several proposals as follows:

1- Studying the effectiveness of using electronic classes in other variables such as scientific thinking, creative thinking or inferential thinking.

2- Conducting similar studies on other educational stages, such as the university stage, such as the Colleges of Education and the College of Basic Education.

3- Conducting similar studies to the current study in other subjects such as physics, chemistry, mathematics and biology.

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Statistical significance at the level (0.05)	T value		degree of freedom	standard deviation	SMA	Sample volume	Groups
	tabular	calculated					
function	2.02	8.2	48	3.6	32.2	25	empiricism

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TrackerPost-test scores (achievement) for the experimental and control groups

control group	experimental group	N
30	35	Student1
24	40	Student2
29	33	Student3
29	33	Student4
26	29	Student5
26	29	Student6
24	29	Student7

24	40	Student8
24	28	Student9
26	35	Student10
25	35	Student11
27	28	Student12
21	35	Student13
26	37	Student14
25	35	Student15
21	34	Student16
18	34	Student17
22	29	Student18
20	28	Student19
17	27	Student20
23	31	Student21
22	31	Student22
21	30	Student23
24	30	Student24
21	30	Student25
23.8	32.2	Arithmetic mean
3.212476	3.63318	standard deviation