

THE EFFECTIVENESS OF TEACHING CITIZENSHIP STRATEGY BASED ON CONFLICT RESOLUTION IN CULTIVATING STUDENTS' COMMUNICATION SKILLS

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Abstract

This study aimed to identify the impact of the strategy of teaching national and civic education based on conflict resolution in developing and communication skills among students. The quasi-experimental approach was adopted. The research developed Communication skill scale, which included (32) items and validity and reliability were confirmed. The study was sample consisting of (60) eighth-grade female students were selected from schools of Irbid Province in Jordan. The sample divided equally into 30 students for control group and 30 for experimental group. The study sample was distributed into two groups: a control group studied the integrity and anti-corruption unit in the tradition methods and the experimental group studied the Integrity and Anti-Corruption unit using a teaching strategy based on conflict resolution. The results showed that there were statistically significant differences at the significance level ($\alpha = 0.05$) on the communication skill scale due to the teaching method and in favor of the teaching strategy based on conflict resolution. The researcher recommended that teachers should use strategies for teaching citizenship education based on conflict resolution. The Ministry of Education to hold various training workshops aimed at training social studies teachers to use conflict resolution-based teaching strategies. Social studies curricula, include educational activities that address resolving conflict.

Keywords: conflict resolution, citizenship education, communication skill

Introduction

The educational objectives currently seek to train students in thinking skills and develop their ability to understand, interpret, analyze situations and problems, which brings the student to the level of skill in absorbing and understanding the academic material and acquiring the abilities that enable him to discuss and the ability to solve problems and manage conflicts, which is reflected in his or her personal formation and self-confidence. And his performance as an effective positive citizen in society (Hassan, 2012). Given that the subject of national and civic education constitutes a relationship of interaction and interconnection with the school and societal reality and is not merely traditional theoretical information added to the student's stock, it is better for national and civic education to become a preventive tool and proactive work to avoid negative conflicts and uncivil behaviors and develop the values of social responsibility. We learn to know, work and coexist with others (Al-Wafi, 2017). Coach (2021) pointed out the importance of using various modern

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teaching strategies (such as teaching strategies based on conflict resolution), as it has become necessary to use modern approaches in teaching that are compatible with the developments of the times that developing the role of the learner and involving him in the educational process, so that he becomes dependent on himself or herself in acquiring knowledge and being an active learner and explorer skills that build his various values and trends to enhance effective communication skills.

Wellington (2011) believed that conflict is a process of interaction between or within social entities that shows incompatibility and difference between them in ideas, feelings, and inconsistency. The strategies for resolving this conflict are: the strategies and methods that the individual within these groups can use the confront and manage the conflict to represented in two dimensions: the first is firmness which represents the individual's attempt to satisfy his own interests, and the second is cooperation and cooperation which represents the extent of an individual's attempt to satisfy the interests of others.

Pace, (2010) pointed out the most prominent strategies that can be used to resolve conflict between groups and individuals, the most important of which are: the competition strategy in which the individual tries to achieve his goals at the expense of others and the cooperation strategy that focuses on the possibility of finding a solution to the conflict that is acceptable to all parties, and the compromise strategy. It is represented by one party giving up its goal in order for the other party or parties to achieve their goals, the adaptation strategy in which the individual neglects his personal goals and needs for the sake of harmony with the group, and finally the avoidance strategy in which the individual completely withdraws from the conflict and prefers not to engage in it. There is a many of teaching strategies based on conflict resolution that can be employed when teaching citizenship and civic education, which in turn develops the student's ability to think logically and make decisions and gives him life skills that are indispensable in our current era. The most prominent of these strategies are the following:

Problem-solving strategy: It is the effort made by the student, under the supervision of the teacher, to find a solution to a specific issue at hand and does not have a solution ready to implement it. This strategy represented by feeling the existence of the problem, identifying it, setting hypotheses to solve it, collecting information, then testing the validity of these hypotheses, approving and implementing the appropriate solution, and then evaluating it in light of the results resulting from it. (Abdel Aziz, 2019).

Brainstorming strategy: It is one of the methods of generating creative ideas

by stimulating students' minds and brainstorming their ideas about a specific problem with the aim of obtaining the largest possible amount of ideas to solve this problem in an atmosphere of freedom and self-confidence (Muhammad, 2022).

Dialogue and discussion strategy: It is one of the teaching methods based on thought, language, and verbal and non-verbal communication, as it provides students with the opportunity to think, speak, and participate in expressing an opinion on the topics at hand, and this is accompanied by facial expressions, gestures, and accompanying movements (Rahman & Khalil & Jumani & Ajmal & Malik, 2011).

Role-playing strategy: It is one of the teaching methods that presents the educational situation in a dramatic way through simulating roles played by the students themselves, which increases their self-confidence, improves their social and cooperative skills, and enhances their critical and analytical thinking (Al-Qara- Gholi, 2018).

Johnson and Smith (2014) emphasized that using teaching strategies based on conflict resolution during the educational situation increases the positivity of social relations between students, develops team spirit and cooperative work aimed at achieving their common goals, and also helps the student solve problems in a creative, collaborative way. not traditional. Strategies for teaching national and civic education based on conflict resolution have been linked to social intelligence skills, as it is considered one of the important life skills that is indispensable in our current era because of its impact on solving problems, achieving adaptation to surrounding conditions, and acquiring communication skills. Social intelligence is represented by the individual's ability to discussing and convincing those around him, adapting to them, and planning to reach his personal goals and his ability to build positive, successful relationships with others. That is, his ability to establish relationships and communicate with others is directly proportional to his level of social intelligence (Mustafa, 1998).

Mahmoud (2020) defined communication skills as: a set of abilities and capabilities that achieve effective and successful communication, and include everything that is said, written, or read, and everything that occurs in terms of movements, actions, or gestures that express satisfaction or anger or enhance cooperation and interaction between groups. The most important communication skills can be summarized as follows: the speaking skill, which represents real communication between individuals, which is the ability to deliver messages through verbal communication, and the listening skill, which is: to listen well, understand and absorb the meaning of the words addressed

to us and feel it, and the questioning skill, which is: to direct Appropriate questions to the future and waiting for the appropriate answer from him, and the skill of communicating with others, which is: three elements that provide the communicator with the skills of communicating with others. These elements are: (interview, interaction, and forming relationships), then the skill of persuasion: which is represented by accepting the ideas contained in Messages received and affected by them. (Gutierrez- santiuste , & Gallego, (2017)

Based on the above, the researcher believes that using strategies for teaching citizenship and civic education based on conflict resolution may increase students' communication skills and hence, this study aimed to identify the impact of the strategy of teaching citizenship and civic education based on conflict resolution in developing skills and communication skills among students.

The Study Problem

The problem emerged from the researcher's feeling of the necessity of developing the methods of teaching national education by proposing new teaching methods and strategies based on conflict resolution and problem solving that replace the usual method. This feeling grew through the researcher's experience as a teacher in the educational field, where it became clear that raising national issues civility comes in the form of boring, traditional narration, and is rarely presented in a manner based on discussion, dialogue, exchanging opinions, expressing feelings, understanding points of view, and using problem-solving skills in the teaching process. This study also aimed to reveal the effect of using strategies for teaching national and civic education based on conflict resolution in developing students' communication skills. the current study sought to answer the following question: Are there statistically significant differences at a significance level ($\alpha = 0.05$) between the average scores of the experimental group and the average scores of the control group on the communication skills scale due to the teaching method (a strategy based on conflict resolution, and the tradition way)?

Terms Definitions

Conflict resolution Strategies

Methods that were used during the teaching of the integrity and Anti-corruption unit from the citizenship and Civic Education textbook for the eighth grade. These methods were represented by the following strategies: (Problem-solving strategy, brainstorming strategy, dialogue and discussion strategy, role-playing strategy).

Communication skill

It is a set of abilities that must be possessed by the learner, which enables him to communicate his thoughts and feelings, whether orally or behaviorally, correctly, which enables him to reach his desired goals from the other party. It was measured through the communication skill scale, which included several skills, namely: (Speaking skill, listening skill, thinking skill, persuasion skill, and non-verbal communication skill).

Review of literature

A review of the related literature revealed little research about citizenship education and communication skills in Jordan. Most studies focused on conflict management; none focused specifically on the effectiveness of teaching citizenship education through conflict resolution and communication skills. Al-Jubouri (2021) conducted a study to identify (the effect of using the brainstorming method in developing the attitude of fourth-grade students in geography). the researcher adopted a partial controlled experimental design with two groups: the experimental and the control group. The experimental group taught geography using the brainstorming method and control group which taught the same subject using the traditional method. The results showed that there were statistically significant differences at a significance level ($\alpha = 0.05$) between the experimental group that studied geography using the brainstorming method and t the control group the benefit of the experimental group.

Ayik & Uzun (2017) Examined the correlation between communication efficiency and management strategies Conflict among school principals from the teachers' point of view. And to achieve Objectives of the study: The researchers used a scale of management strategies Conflict, and a measure of communication efficiency. The study sample consisted of (245) A male and female primary school teacher in Turkey. has shown The results of the study are that there is a positive and statistically significant correlation between the dimensions Communication competence (empathy, social relaxation, and belonging and support), and conflict management strategies (integration, cooperation, avoidance, And the settlement. While the results showed a negative and significant correlation Statistically between the dimensions of communication efficiency (empathy and relaxation). Social, belonging and support), and control strategy.

Kis & Ustuner (2014) investigated the correlation between communication efficiency and management styles Conflict among educational supervisors. The researchers used a measure of communication efficiency and a measure of management methods conflict. The study sample consisted of (217) male and female supervisor's Educational supervisors in Turkey. The results of the study found that there was A negative correlation between the dimensions of communication competence (empathy and belonging). support, and social relaxation) and the two types of interpersonal conflict and conflict Groups.

Abdulaziz's (2016) conducted study in Egypt to examined the relationship between psychological climate, psychological security, and conflict management methods among teachers. Results have been shown there was a negative correlation between psychological climate and forceful method, and the existence of a positive correlation between psychological climate, Cooperation, avoidance, and negotiation methods. the results also showed there are statistically significant differences in the Force method due to the gender variable in favor of male teachers, and there were no statistically significant differences in the cooperation method such as, the avoidance and the negotiation are attributed for the gender variable.

Mahasneh and Al-Adamat (2019). conducted studied to identify the correlation between strategies Conflict management and communication efficiency among teachers, and to extend the teachers' use Conflict management strategies, and their level of communication competence. The results of the studied revealed that the most strategies used were integrating strategy, followed by avoidant strategy, compromising strategy, obliging strategy, and dominating strategy, while the level of communication efficiency was medium.

Abdel Halim (2020) examined the effect of using the dramatic approach in teaching social studies to develop some life skills among slow-learning female students in the first year of vocational preparatory school. The study was conducted in Egypt and adopted the experimental approach. The study group consisted of (62) female students has divided equally. Control group studied the usual method, and an experimental group studied using the dramatic approach. The results of the study revealed that the effectiveness of using the dramatic approach in teaching social studies to develop some life skills among slow learners in the first year of vocational preparatory school.

Arar (2021) explored the impact of the brainstorming strategy on developing critical thinking in social studies among eighth-grade female students in Palestine. to achieve the objectives of the study, a test was designed to measure the development of critical thinking. The quasi-experimental design was adopted. The experimental group consisting of (25) students studied according to the brainstorming strategy, and the control group consisting of (25) students studied according to the normal method. The results showed that there were statistically significant differences at ($\alpha \leq 0.05$) between the two groups due to the brainstorming strategy in developing critical thinking for the benefit of the experimental group.

Al-Bayati's study (2023) investigated the effectiveness of the brainstorming strategy in productive achievement and thinking among fifth-grade scientific students. The students divided into equally into two group. Section (A) chosen to represent the experimental group, and section (B) and its number of students (25) students were chosen to represent the control group. An achievement test was prepared consisting of (20) objective items, and a measure of productive thinking consisting of (20) main items. The results showed that of the experimental group did excellent better than control group due to stimulates guided discovery among students in the achievement test and the productive thinking.

Al-Zoubi,(2016) reported that weak communication between individuals and groups may lead to the inability to establish good relationships with others, and not obtaining the appropriate status among colleagues, which generates a feeling of frustration, low self-esteem, and resorting to aggressive methods to express feelings, which amplifies the negative effects on members of society and leads to the emergence of some negative mood, psychological and physical symptoms.

Saadat,(2016). Emphasized that Communication and communications skills are important in the student's ability to achieve the planned educational goals in an appropriate manner, and to transfer information, data, concepts, opinions, and trends that contribute to making appropriate decisions to achieve the desired success. Communication skills also contribute to changing the individual and group behavior of students and increase interaction and mutual exchange between them and increase their motivation to learn and perform the roles required from them.

Previous studies provide a background about the issues of concern conflict resolution and Communication Skills

Research method

To achieve the objectives of the study, the quasi-experimental approach was

followed (pre- and post-design for two equal groups), in order to identify the effect of employing a teaching strategy based on conflict resolution while teaching citizenship and civic education in developing communication skills among eighth-grade students in order to test the study questions. The study population consisted of all eighth-grade students in government schools affiliated with the Directorate of Education of the Bani Ubaid District, numbering (2719) male and female students, in the academic year 2023/2024 AD, distributed among (87) section.

Study Sample

The study sample consisted of (60) eighth-grade students at Maysloun Basic School for Girls in the second semester of the academic year 2023/2024 AD, distributed into two groups, where the school was chosen purposely, and then the control and experimental groups were chosen from among three section in the school. The control group consisted of a section with (30) female students which studied the unit (Integrity and Anti-Corruption) as it is in the citizenship and civic education textbook for the eighth grade in the normal way while the experimental group consisted of a section of (30) female students had studied the unit (Integrity and Anti-Corruption) from the citizenship and civic education textbook for the eighth grade accordance with the specific outcomes of the unit's lessons as specified in the teacher's guide prepared according to a teaching strategy based on conflict resolution.

Study Material

The study material consisted of a teacher's guide prepared according to a teaching strategy based on conflict resolution, linked to the lessons of the unit (Integrity and Anti-Corruption), which consists of (5) lessons.

Preparing the teacher's guide according to a teaching strategy based on conflict resolution, where the general objectives of the study unit (integrity and anti-corruption) were determined from the book on National and Civic Education for the eighth grade, and its lessons were formulated to suit the strategy based on conflict resolution, and the general outcomes of the study unit and the outcomes were developed. The steps for teaching the lessons are designed according to a conflict resolution-based teaching strategy and designing worksheets that are compatible with the strategy. The guide also included a theoretical overview of strategies based on conflict resolution, the importance of using them in teaching national and civic education, and general directions for the teacher on how to implement lessons according to strategies based on some suggested activities and the necessary tools and methods. It also included teaching resources. The various roles and roles of both the teacher and the student.

Communication skill scale

To achieve the objectives of the study, the researcher prepared a measure of communication skill according to the following steps:

Referring to previous educational literature and previous studies related to communication skills (Abu Arqoub, 2012; Sari, 2016; Sayed; 2014; Saadat, 2016).

Defined the goal of the scale, which is to reveal the extent to which the student possesses the following communication skills: (speaking skill, listening skill, thinking skill, persuasion skill, and non-verbal communication skill).

Defined the type of scale where the five-point Likert distribution was chosen: from (1): to a very weak degree, to (5): to a very great degree.

Construct validity of the communication skill scale

To extract the implications of the construct validity of the scale, the correlation coefficients of each item and the total grade, and between each item and its association with the field to which it belongs, and between the domains and the total grade, were extracted in an exploratory sample from outside the

study sample consisting of (20) students. The correlation coefficients of the items ranged from The tool as a whole is between (0.44-0.77), and with the range (0.45-0.82). It all correlation coefficients were of acceptable degrees and statistically significant. To ensured validity of the communication skill scale was confirmed by (8) Professors with experience and specialization in the field of citizenship and civic education, social studies curricula, and teaching methods to taking their opinions and comments about its paragraphs in terms of: (the suitability of the paragraphs of the field, the clarity of the paragraphs, accuracy and soundness of the linguistic). The researcher take all notes and modifications made by experts. The correlation coefficient of the domain with the overall score, and the correlation coefficients between the domains with each other, were also extracted, and Table (1) shows this. (Table 1) Correlation coefficients between the domains and the overall score.

Reliability Communication Scale

To ensure the stability of the study tool, it was verified by using the test-retest method by applying the scale, and re-applying it after two weeks to a group of (20) students from outside the study sample, and then the Pearson correlation coefficient was calculated between their estimates the two times. The reliability coefficient was also calculated using the internal consistency method according to the Cronbach Alpha equation, and table No. (2) shows the internal consistency coefficient according to the Cronbach Alpha equation and the repetition reliability of the domains and the total score. These values were considered appropriate for the purposes of this study.

It appears from (Table 2) that the reliability coefficient according to the Cronbach Alpha equation reached (0.91) for the test as a whole, and the internal consistency according to the Cronbach Alpha equation reached (0.86) for the test as a whole, and these values were considered appropriate for the purposes of this study. To verify the equality of the groups, the arithmetic means and standard deviations of the dimensions and the total score of the eighth-grade students' as a whole on the pre-test communication skill scale were extracted according to the group variable (experimental, control), and to show the statistical differences between the arithmetic means, a "t" test was used. it is appearing that there are no statistically significant differences ($\alpha = 0.05$) attributable to the group in all dimensions and in the total score of the tribal communication skill scale, and this result indicates the equality of the groups.

Result of Study

Results related to the answer to the study question, which states: "Are there statistically significant differences at the level of significance ($\alpha = 0.05$) between the average scores of the experimental group and the averages of the control group on the communication skills scale due to the teaching method (a strategy based on conflict resolution and the regular method)?" To answer this question, the arithmetic means and standard deviations of the eighth-grade students' scores on the communication skill scale were calculated in the pre- and post-measurements according to the teaching method (conflict resolution-based strategy and regular way), as shown in (Table 3).

It is clear from Table (3) that there are apparent differences between the arithmetic means of the grades of eighth-grade students on the communication skills scale as a whole in the pre- and post-measurements according to the teaching method (conflict resolution-based strategy, regular). To determine whether these apparent differences were statistically significant, a one-way ANCOVA was used for the post-measurement of the communication skill scale as a whole according to the teaching method (a strategy based on conflict resolution, regular) after neutralizing the effect of their pre-measurement. (Table 4) results of the one way ANCOVA for the post-measurement of eighth-grade students' scores on the communication skill scale as a whole according to the teaching method (conflict resolution-based strategy, regular) after neutralizing the effect of their pre-measurement.

Table 1. shows that all correlation coefficients were of acceptable and statistically significant degrees, which indicates an appropriate degree of construct validity.

	Speaking skill	listening skill	Thinking skill	Persuasion skill	Non-verbal communication skill	communication skills
Listening skill	1					
Thinking skill		1				
persuasion skill	.554*		1			
Non-verbal communication skill	.745**	.679**		1		
Communication skills	.696**	.640**	.671**		1	
	.497*	.920**	.742**	.559*		1
	.820**	.873**	.901**	.839**	.856**	1

Statistically significant at the significance level (0.05).*
 ** Statistically significant at the significance level (0.01).

Table 2. Internal consistency coefficient, Cronbach alpha, and repetition reliability for the domains and the total score.

Domains	Reply reliability	Internal consistency
Speaking skill	0.88	0.75
Listening skill	0.8	0.7
Thinking skill	0.82	0.77
Persuasion skill	0.84	0.81
non-verbal communication skill	0.85	0.8
communication skills	0.91	0.86

Table 3. Arithmetic means and standard deviations for eighth grade students' scores on the communication skill scale as a whole in the pre- and post-measurements according to the teaching method (solution-based strategy and regular way).

Teaching method	No	Pre-test	Standard deviation	Post-test	Standard deviation
		Arithmetic mean		Arithmetic mean	
solution-based strategy	30	2.91	0.335	3.96	0.376
regular method	30	2.93	0.388	3.39	0.345

Table 4. results of the one way ANCOVA for the post-measurement of eighth-grade students' scores on the communication skill scale as a whole according to the teaching method (conflict resolution-based strategy, regular) after neutralizing the effect of their pre-measurement.

Source of variance	Sum of square		Mean sum of squares	Value T	Level of significance	Eta square η^2
Pre-test	0.168	1	0.168	1.294	0.26	0.022
Teaching method	4.865	1	4.865	37.572	0	0.397
The error	7.38	57	0.129			
Whole	12.382	59				

Table 5. Adjusted arithmetic means and their standard errors for the total score of the communication skill scale according to the teaching method (conflict resolution-based strategy, regular)

Teaching method	Post-hoc adjusted mean	Standard error
conflict resolution-based strategy	3.956	0.066
regular	3.387	0.066

Table 6. That there are apparent differences between the arithmetic centres in the pre- and post-test of the dimensions of the communication skill scale as resulting from the difference in the teaching method (a strategy based on conflict resolution, the usual one).

Fields	Teaching method	No	Pretest Mean	Standard Deviation	Posttest Mean	Standard deviation
Post-speaking skill	conflict resolution-based strategy	30	3.07	0.52	4.02	0.438
	regular	30	3.07	0.439	3.23	0.584
Post-listening skill	conflict resolution-based strategy	30	2.76	0.512	3.89	0.638
	regular	30	2.81	0.571	3.31	0.673
Post-thinking skill	conflict resolution-based strategy	30	3.11	0.371	4.03	0.51
	regular	30	3.05	0.299	3.64	0.389
Post-persuasion skill	conflict resolution-based strategy	30	2.79	0.592	3.72	0.703
	regular	30	2.9	0.712	3.1	0.659
Post-non-verbal communication skill	conflict resolution-based strategy	30	2.78	0.533	4.09	0.441
	regular	30	2.77	0.59	3.64	0.518

Table 7. results of the multiple one-way analysis of variance of the effect of the teaching method (conflict resolution-based strategy, regular) on the dimensions of the communication skill scale.

Impact	Multiple-test type	The value of multiple testing	F-value	Degree of freedom	Freedom degree of error	Probability of error	Impact size η^2
Teaching method	Hoteling's Trace	0.853	8.358	5	49	0	0.46

It is clear from Table (4) that there are statistically significant differences at the level of significance ($\alpha = 0.05$) in the scores of eighth grade students on the communication skill scale according to the teaching method (a strategy based on conflict resolution, regular). The value of (F) reached (37.572). A statistic of (0.000), which is a statistically significant value, which means that there is an effect of the teaching method. To determine to whom the differences are attributed, the adjusted arithmetic means and standard errors were extracted according to the teaching method, as shown in (Table 5). It is also appearing from table (5) that the size of the effect of the teaching method was large. The Eta square value (η^2) explained (39.7%) of the explained (predicted) variance in the dependent variable, which is the measure of communication skill.

The results in table (5) indicate that the differences were in favor of those

who were exposed to the strategy of teaching national and civic education based on conflict resolution compared to those in the traditional method. The means and standard deviations for the pre- and post-measurements of the dimensions of the communication skill scale were also calculated according to the teaching method conflict resolution-based strategy, regular), as shown in (Table 6).

It is clear from (Table 7) that there is a statistically significant effect of the teaching method at the significance level (0.05) on the post-measurement of the dimensions of the communication skill scale combined, where the value of Hoteling's reached (0.853) and with statistical significance amounted to (0.000), and to determine on which dimension the effect of the teaching method was. The accompanying one-way analysis of variance (ANCOVA) was conducted for

each dimension separately according to the teaching method after neutralizing the effect of their pre-measurement.

Discussions

to the response to the study question Are there statistically significant differences at the significance level ($\alpha = 0.05$) between the average scores of the experimental group and the average scores of the control group on the communication skills scale due to the teaching method (a strategy based on conflict resolution, and the usual method)? The results showed a statistically significant effect of the teaching strategy variable on all five communication skills: (speaking, listening, thinking, persuasion, non-verbal communication), where the Hotelling value reached (0.853) and was statistically significant (0.000), in favor of the experimental group. The study also showed that there were statistically significant differences between the arithmetic averages of the performance of the two groups: the control and the experimental groups in the skills: speaking, listening, thinking, persuasion, and non-verbal communication, attributed to the teaching strategy, in favor of the experimental group, noting that the effect size for the skills ranged between (16.7 %-40.4%), which is considered high. The performance of the experimental and control groups in communication skills. The experimental group who studied the national and civic education based on strategy of conflict resolution. The method breaks the stalemate of the academic material and the barriers dissolve Between the students and the teacher and between the students themselves. The method also increased the positive interaction between them and added an atmosphere of teamwork and building good relationships through the diversity of educational activities such as: group discussions and cooperative work, which increased the positivity of the academic subject and made it a fun and exciting subject that enhanced the arts of speaking, listening, and communication skills.

The researcher also attributes this result to the fact that the cooperative learning method based on the work of active interactive groups increased the interest and interaction of all students in the educational situation and raised their enthusiasm and desire for discussion and dialogue, searching for common solutions to problems, and understanding and respecting each other's points of view, which increased From the opportunity to communicate between them on the one hand, and between them and the teacher on the other hand, and to raise the level of their passion and desire to benefit from the experiences of others. The strategy also increased their level of self-confidence and their ability to communicate and respect each other, and encouraged them to use positive language, verbally or non-verbally, which is consistent with the opinion of Tashman (2010) that using the cooperative learning strategy in teaching has the effect of developing students' creative thinking skills. The reason may also be due to the use of worksheets, which encouraged students to develop new ideas and think freely critically in solving problems, and to involve them in learning through dialogue and discussion, and to provide opportunities to speak, express opinions, and generate ideas without restriction, and evaluate, analyze, and discuss them, and listen to other different opinions and choose the best ones. Which subsequently helped to develop their communication, relationship-building and teamwork skills, which is consistent with Al-Bayati's opinion (2023) that brainstorming increases students' level of thinking and the ability to ask constructive questions which increases their level of academic achievement. The role-playing activities carried out by the female students during the presentation of the subject of the study unit in the subject of national and civic education developed their speaking skills, enhanced their ability to understand the social and environmental contexts surrounding them and built their self-confidence and their ability to express ideas clearly, which strengthened their ability to constructively criticize. Social interaction and effective learning contributed to making the learning environment interactive and communicative. The researcher also believes that role-playing and a learning environment based on an interactive, cognitive, discussion atmosphere while using a teaching strategy based on conflict resolution improved the students' ability to read facial expressions and body movements, which contributed to enhancing their skills in non-verbal communication and understanding emotions and non-verbal signals. And improving the quality of understanding and personal and professional relationships, which is consistent with Abdel Halim's (2020) opinion that using the dramatic approach in teaching develops some life skills among female students.

Recommendations

Base on the results several recommendations were revealed: the national and civic education curricula various educational activities based on conflict resolution aimed at developing social intelligence and communication skills because of their impact on building the student's academic and life personality. In addition, employing teaching strategies based on conflict resolution while teaching subjects of national and civic education in particular, and subjects of social studies in general. Since this research conducted on the experimental research more quantitative and qualitative research should be conducted. Although this study was conducted on only female students, future studies should be conducted on male's students.

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