THE EFFECT OF EXERCISES WITH THE METACOGNITIVE STRATEGY ACCORDING TO THE DAVIS MODEL TO LEARN SOME BASIC SKILLS IN FOOTBALL

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Abstract.
The importance of the research lies in using exercises according to the metacognitive strategy and demonstrating its effect on acquiring the skills necessary to perform the skills of rolling and scoring in football. As for the problem of the research, through the researcher's observation and follow-up, as a university teacher at Al-Ruwaimi Elementary School for Girls, of the systematic lessons that are limited to specific strategies, and for many reasons, she found weakness in the use of cognitive strategies, including the metacognitive strategy, according to specific models such as the Davis model, which facilitates the process of teaching basic skills for beginners in football, which works to establish the motor paths effectively, which directly affects the drawing of the motor program more accurately, which is consistent with new exercises, which increases the mechanism of learning these skills and attracts their attention during the lesson, and thus will affect the learning of skills to the fullest. As for the objectives of the research, the preparation of exercises according to the metacognitive strategy and the Davis model to learn the skills of rolling and scoring in football. And to identify the effect of exercises according to the metacognitive strategy and the Davis model to learn the skills of rolling and scoring in football for fifth grade students. The research community was represented by the fifth grade students of Al-Ruwaimi Elementary School for Girls. They were divided into two groups by lottery: the control group and the experimental group. Their number was (20) students for each group, and a survey group of (5) students for the survey experiments from sections (B-C) of the school. Thus, the percentage of the research sample was (58.27%). As for the conclusions, the strategy had a positive impact on the students' learning of the skills under study. Using the (metacognitive strategy according to the Davis model) helps the teacher understand what the students individually require in order to understand the material. Using the exercises specific to the (metacognitive strategy according to the Davis model) showed the teacher the students' strengths and weaknesses. As for the recommendations, the researcher recommends the need to pay attention to using modern strategies within the curriculum prepared for students in elementary schools. She also recommends the need to pay attention to diversifying the methods or teaching methods because individual differences are inevitable. And the need for the students to participate with the teacher in the process of giving the lecture As a kind of encouragement for them and to develop the personality of the students. Also by conducting various and different research on primary school students because they are the basis for learners and education.

1- Definition of the research:
1-1 Introduction to the research and its importance:
Education is the basis for the development of the individual and society. The measure of civilized societies is what they possess of enlightened and educated minds that contribute to building the society in which they

are and push it towards progress towards a better future. Since education is the basis, the process of formulating its curricula, methods and approaches has become of great importance to scientists and researchers who seek to establish solid foundations and better methods for the purpose of improving the educational reality of individuals alike.

Metacognitive thinking is one of the concepts that contribute effectively to raising the level of learners of different ages. This strategy can be used with young and old alike. Cognitive development includes remembering the information acquired by the learner. The thinking process, which depends on interpreting metacognition, activates brain cells that help achieve higher levels of creative thinking. The process of deep thinking must be learned by students because activating the brain and mental processes requires effective practice to be activated. Young ages rarely use deep thinking due to the environment or the lack of a supporting influence. Therefore, their brains remain unoccupied except for minor matters that appeal to their stage tendencies. However, by integrating sports with a metacognitive thinking strategy, we can invest in tendencies and fun in activating deep thinking and making students work on creating fun, mathematical, scientific and practical ideas at the same time. Thus, we get a diligent student in all her lessons, because the sports lesson is one of the lessons that helps students vent and soften the atmosphere, and thus the brain and thinking are prepared properly. The Davis model derives its characteristics from the scope of the teacher's knowledge and the information he provides to the learner, who in turn acquires knowledge and transforms it into mental information, maps and concepts of his own, enabling him to solve problems that arise during the education period. The Davis model is a process of transforming the activity or oral information into a process through experimentation and activity. Therefore, we see that it is one of the very appropriate models to apply to schoolgirls, and through it, the teacher's scientific knowledge and knowledge can be highlighted, as well as the extent to which the students acquire knowledge through this model. The importance of the research lies in using exercises according to the metacognitive strategy and demonstrating its effect on acquiring the skills necessary to perform the skills of rolling and scoring in football.

1-2 Research problem:

By observing and following the researcher as a university teacher at Al-Ruwaimi Elementary School for Girls for the systematic lessons that are limited to specific strategies and for many reasons, she found weakness in the use of cognitive strategies, including the metacognitive strategy, according to specific models such as the Davis model, which facilitates the process of teaching basic skills for beginners in the game of football, which works to establish the motor paths effectively and which directly affects the drawing of the motor program more accurately, which is consistent with new exercises that increase the mechanism of learning these skills and attract their attention during the lesson, and thus will affect the learning of skills in the best possible way..

1-3 Research objectives:
1. Preparing exercises according to the metacognitive strategy and Davis's model to learn the skills of rolling and scoring in football.
2. Identifying the effect of exercises according to the metacognitive strategy and Davis's model to learn the skills of rolling and scoring in football for fifth grade students.

1-4 Research hypotheses:
1. 1-There are statistically significant differences between the pre- and post-tests of the experimental group in learning some basic skills and in favor of the post-test of the experimental group.

2. 2-There are statistically significant differences between the pre- and post-tests of the experimental group in learning some basic skills and in favor of the post-test of the control group.

3. 3-There are statistically significant differences between the pre- and post-tests of the experimental group in learning some basic skills and in favor of the post-test of the experimental group.

1-5 Research Areas

1-5-1. Human Field: Fifth-grade students at Al-Ruwaimi Elementary School for Girls.

1-5-2. Time Frame: 10/10/2021 to 20/5/2022.

1-5-3. Spatial Field: The football field at Al-Ruwaimi elementary school for girls.

2. Research Methodology and Field Procedures:-

2-1. Research Methodology:-

The problem nature, as well as the objectives of the research, determine what to use in coming up with a good methodology for the research. So therefore, the author chooses the experimental method since it harmonizes well with the problem nature, which falls under the research.

2-2. Research Community and Sample:

The members of the research community were twenty-fifth-grade students at Al-Ruwaimi Elementary School for Girls. They formed two groups, the control group and the experimental group, through a lottery. Thereafter, their groupings constituted a number (20) students for each group and another group to carry out the survey experiments (5) students — comprising sections (B-C) of the school. The percentage of the research sample, thus, was (58.27%).

To ensure homogeneity and equivalence of sample members and integrity of natural distribution among its members, the researcher used arithmetic mean, standard deviation, and skewness coefficient for results of the field survey in measurements (biological age, weight, height, and tests used)., as shown in Tables No. (1) and (2).

Table (1)

Homogeneity of the research sample

Variables	Unit of measurement	Mean	Standard Deviation	Median	Coefficient of Skewness ±3
Age	year	**10.511**	**1.463**	**10,5**	0.431
Weight	kg	**32.88**	**2.032**	**32**	0.772
Height	cm	130.42	3.2	130	0.291

Table (2)

Represents the equivalence of the research sample in the studied variables

Variables	Control group		Experimental group		Calculated T value	Significance
	x	±a	x	±a		
Rolling	10.899	0.899	10.898	0.899	0.571	Random

Scoring	3.766	0.935	3.833	0.949	1.439	Random

Degree of freedom at a significant level (5%) is (n-2) = 38. Table 2 presents the equivalence of the research sample for the control and experimental groups in the abilities and skills studied for carrying out the main experiment on the two groups.

2-3 Devices, Tools, and Means of Information Collection:

2-3-1 Devices, Tools, and Means Employed in the Research:

1.   Legal football field.

2.   Two sets of goals measuring 3 x 2.

3.   Whistle.

4.   Two Chinese-made stopwatches—SWAN.

5.   Five footballs.

6.   Basket for balls.

7.   Glue.

2-4 Field Procedures:

2-4-1 Tests used in the research:

Degree test between zigzag markers.

(P. 212: Zuhalr Al-Khashab, et al., 1999.)

- Test name: Rolling ball back and forth.

- Test purpose: The ability to roll ball.

- Tools used: Marks, football, stopwatch, and measuring tape.

5 plastic markers are placed with a distance between the markers of 1 and the distance between the starting line and the first marker and between the fifth marker and the return line. which is 3m.

Performance method: The player shall sprint from the start to the first marker. Then, the player sprints between the markers and upon passing the last marker he sprints the required 3m in a straight line and make a turn around the marker and completes the test until the moment he crosses the finish line.

Test conditions:

• The ball must be rolled between the markers.

• The finish line shall be crossed completely so as to return and complete the test.

• If the ball goes beyond his control, such an occurrence shall result in a return to the point behind which the ball went out of his control and the necessary sections of the test shall be redone.

• Each tester is entitled to two attempts

- Recording: Optimum time for these two attempts (best attempt).

2- Scoring:

I. TEST SCORING WITH THE FOOT ON OVERLAPPING RECTANGLES [1]:

- Object of the test: Accuracy of scoring.

Tools: Three overlapping rectangles, large 3 x 2 m, middle 2.20 x 1.50 m, small 1.40 x 1 m, the ground being the lower edge of the rectangles, and a line indicated in front of the wall, which will be drawn upon to represent a distance of (10 m).

Performance description: The tester stands behind the starting line (10 m) and then shoots the three balls towards the wall in succession, trying to hit the large rectangle.

Performance conditions: The test starts with ball number (1) and ends with ball number (3), and the distance between each ball and the other is (30) cm, and they are placed next to each other as shown in Figure (8).

Scoring method:

• Hits the small rectangle, tester is credited with one point.

• Hits the middle rectangle, tester is credited with two points.

• Hits the big rectangle. The tester is credited with three points.

• Ball comes outside the three rectangles, tester is given zero points..

2-4-2 Exploratory experiments:

The exploratory experiment is a pilot experiment which the researcher intends to carry out on a small sample representing the research population before starting his research in order to choose his research methodology and tools. In addition to the above, the researcher can identify some impediments he may have during his applied research procedures since the exploratory experiment provides the necessary practical training to the researcher in looking at the negatives and positives that come in his tests way to prevent them. The researcher conducted several other exploratory experiments, namely:

The exploratory experiment for the skill tests was conducted on (5) female students selected from among the students who were not part of the main sample in Section (D). This particular experiment was carried out on 12-13th October 2021, which fell on Tuesday and Wednesday because the skill tests were to be conducted for the following equivalence:

- To add feasibility to the tests and the extent of understanding by the sample.

- Assure that all devices and tools used for research are safe.

- Identify the challenges that come up during the primary tests.

- Find out how long it takes to perform the tests.

- Identify the capability of the support staff to conduct the tests.

- The second exploratory experiment for the exercises used in the research was: The researcher carried out the second exploratory experiment on 10.10.2021, which corresponds to Sunday, to the following aim:-

- Define the appropriateness of the exercises for the research sample.

- Define the feasibility of conducting the exercises according to their skill divisions.

- Define the duration of each exercise in a single pedagogical unit.

- Define the ability and sufficiency of assistant staff.

2-4-3 Pre-tests:

Before the experiment, the researcher conducted the pre-tests for the experimental and control groups, numbering 30 students each. These 15 students were represented by section A of the fifth grade of primary school. The pre-tests for the skill test were taken on Tuesday, 10/12/2020. The school where these tests took place was Al-Ruwaimi Elementary School for Girls. The tests used to derive scores were explained to the research sample in a comprehensive manner before starting the tests by the sample.

2-4-4 The main experiment (educational curriculum):

It is the basic experiment that the researcher applies to solve or reach the methods that help in solving the research problem labeled.

The researcher prepared an educational curriculum in accordance with the Davis model, titled Beyond Knowledge, and included ten educational units. Each unit was delivered at the rate of one unit per week, with each unit lasting for 40 minutes. Each unit comprised applied work on some selected skills because all units were applied following Beyond knowledge strategy and the number of exercises used reached ten exercises for each skill. In total, there were twenty diverse exercises. After the researcher reviewed the scientific sources and took the opinions of the experts and specialists, he used the exercises of the educational units, noting the following points in the process of developing the exercises.:

1. Appropriate exercises should be used according to the level of a sample.

2. There has to be gradation both in the level of difficulty of exercises used within a single pedagogical unit and throughout the curriculum.

3-   Exercises Implemented: The pedagogical program was administered to the experimental group during the first-semester study period covering the period from (10/14/2021) to (12/14/2021) on the outdoor premises of Al-Ruwaimi Elementary School for Girls. Each teaching session was to last approximately (40 min) and the exercises used were to be implemented in the main body of the educational unit.

2-4-4-1 Metacognitive strategy: -

The researcher implemented the metacognitive strategy based on the Davis model for the members of the experimental group in the first semester of the academic year 2021-2022 (from October 14, 2021, to December 14, 2021) within the premises of Al-Ruwaimi School. The metacognitive strategy, based on the Davis model, was implemented in the mainstream of the teaching unit, which is further divided as:

1. Preparation time: Total preparation time is 10 min containing only preparatory time.

A. Introduction: The students are stopped in one order and attendance is taken—a process that takes five minutes.

B. Warm-up: This section provides warm-up jogging and general body parts exercises to prepare for the performance, paying more attention to the muscles that carry the greatest weight possible during the process of performing the skills in the teaching unit, and the aids used for warm-up (5 minutes).

2- The main section: (25 minutes).

A. The educational part. This part should take about 10 minutes and should focus on the metacognitive strategy by using all the available time to discuss and explain new skills and previously done exercises. The teacher should explain each skill separately with practical examples of it to give the learner a correct picture, and this explanation should be according to the concept of the metacognitive strategy and should focus on each skill with its precise details. However, the explanation should be given in a normal and time-saving manner without wasting time in this period allocated for the educational explanation.

B- The Applied Part: In this part, students will practice the exercise for whatever skill is being done while the teacher corrects for error in performance and uses up time not leaving students sitting there doing nothing. This part will take (15) minutes.

Length, in minutes, of section three: 5

Concluding portion: In it, a small game or relaxation and calming exercises, some advice and guidance to the students and the educational unit. Duration (5) minutes.

Prepare exercises according to metacognitive strategies.

The researcher prepares units for pedagogy in this study having five sub-strategies interlinked with each other extracted from the classification provided by (Li - 1992) (1) for metacognitive strategies, that is, (awareness-planning-monitoring-review-correction). Accordingly, exercises prepared by the researcher based on these strategies for metacognition were made for developing the subject on football concerning students so as to help learners acquire the subject matter (rolling and scoring) applied in the research. The strategies used in setting up the educational units were as follows:

1- Awareness Strategy:

Through this strategy, we aim to teach students how to use and develop the awareness strategy to achieve their goals in the educational unit, by making the student recognize the goal of the educational unit to learn (rolling and aiming), and recognize the importance of the skill and his ability to classify the types of this skill, and his knowledge of the special conditions for learning these two skills and his awareness of what these two skills require in terms of experiences, physical, skill and planning abilities, and his awareness of

how to analyze the skill performance (technique), i.e. knowing the parts of the skill and his ability to link these parts together to perform the skill completely, in addition to his awareness of what he already knows about this skill, and his awareness of his level and ability to perform this skill.

2- Planning Strategy:

Through this strategy, we aim to teach students how to use and develop the planning strategy to achieve their goals in the unit Educational through building step-by-step procedures that are performed by the student to reach an achievement that achieves the goal he set in advance, i.e. teaching the student how to rely on himself and bear the responsibility of planning and organizing during the learning process. This is done by determining the general goal in learning (rolling and scoring) in football, then determining the exercises that achieve learning this skill, then determining the time for each exercise, in addition to determining the number of repetitive attempts for each exercise, then determining the organizational procedures needed to perform the exercise (devices, tools, place), and after that determining the difficulties or errors that will occur during the performance of the exercises and determining the points of how to overcome them. 3- Monitoring Strategy:

Through this strategy, we aim to teach students how to use and develop this strategy by continuously monitoring their performance, as well as to discover their weaknesses and strengths, address their shortcomings, control the results of their steps, and direct their goals in the right direction, which will ultimately lead to each student achieving the extent of his or her comprehension of the learned skill. This is done by the student maintaining the sequence of performing the exercises set by the researcher, as well as monitoring the specific points for each exercise, and whether he or she has completed them or not, as well as monitoring the time of performing each exercise, then moving on to the other exercise when the time of the previous exercise ends, as well as each student discovering what difficulties and errors he or she faced when performing each exercise. 4- Reviewing Strategy: Through this strategy, we aim to teach students how to use and develop the review strategy by estimating the extent to which their goals have been achieved, and judging the accuracy of their level of achievement and learning outcomes as planned goals. Students monitor the achievements they have made through their performance of their tasks by having each student review the results of their own assessment at the end of the educational unit. This is done by the student answering the following questions: Has the goal he set or planned for learning the skill of handling and receiving from head level been achieved or not? Have all the exercises he planned to implement during the educational unit been implemented or not? Have all the repeated attempts that were specified to perform each exercise been implemented or not? Have all the difficulties that he predicted during the performance of the exercises occurred or not?

- Corrective Strategy:

Through this strategy, we aim to teach students how to evaluate the strategies they have implemented, which include (awareness, planning, monitoring, review), by identifying effective and ineffective strategies, giving them reinforcement feedback, correcting ineffective strategies, and suggesting new methods to avoid the student's deficiency and shortcomings in processing the skill, if any.

The researcher applied these units in practical reality, relying on (the student's homework sheet) which the researcher prepared and which contains five axes, each axis includes a metacognitive strategy.

The educational units were designed in a way that allows students to apply and practice these sub-strategies and within learning each of the basic skills under study and in each educational unit through the homework sheet for the educational unit, which was prepared by the researcher, as it contains a set of fields for each sub-strategy (awareness - planning - monitoring - review - correction), and the student is required to apply these sub-strategies beyond knowledge during the educational units based on the guide prepared by the researcher, which she called (The Student's Guide to Metacognitive Strategies in Learning (Rolling and Scoring), and a large part of it was taken from special sources that contain learning skills

2-4-6 Post-tests: -

After the researcher completed the application of the experiment on the research sample by applying the exercises according to the (Metacognitive) strategy prepared by the researcher, over the course of (8) weeks starting from (10/14/2021) until (12/15/2021), the post-tests were conducted for the two experimental groups on (16/ 12/2021) corresponding to Thursday for the skill tests. The researcher was keen to follow the same procedures and similar conditions in the pre- and post-tests and provide the appropriate tools and the same assistant staff.

2-5 Statistical methods:

1- Arithmetic mean.
2- Standard deviation.
3- Skewness coefficient.
4- Pearson simple correlation coefficient.
5- (T-Test) test for non-independent samples.
6- (T-Test) test for independent samples.

3- Presentation and discussion of the results:

3-1 Presentation and discussion of the results of the experimental group for the pre- and post-tests of the skills studied:

Table (3)

Arithmetic means, standard deviations and (T) value for the pre- and post-tests of the skill tests of the experimental group

Variables	Measurement degree	Pre		post		t	sig	Significance
		x	±a	x	±a			
Rolling	second	10,898	0,899	10,658	0,928	Sentimental	0.000	Moral
Scoring	repeat	3.833	0,949	4,333	0,802	Sentimental	0.000	Moral

With a degree of freedom below a significance level of (5%) (n-1) = (19). 3-1-1 Discussion of the results of the experimental group for the pre- and post-tests of the skills studied: Table (3) shows that the results

showed significant statistical differences between the pre- and post-tests in favor of the post-test. The researcher attributes this to the exercises that were applied according to the metacognitive strategy and according to the Davis model, as the application of skill exercises after they are explained by the teacher is done in an organized and properly planned manner. The goal of the strategy is to organize the mechanism for explaining and conveying information and how to acquire and deal with it by students, as well as to overcome individual differences between students. Taha Ismail and others, 1989, indicate that "the football lesson must be characterized by planning, organization, and continuity on scientific foundations, which ensures a positive impact on the player's level and the continuation of his progress in the various aspects of football" [2]. The researcher can also attribute the development of all skill variables under study to the application of the method of changing external conditions and gradually increasing the degree of difficulty in the exercises, for example, the positive or negative defender. The change in the nature of the training ground and the performance of situations similar to the conditions of the game or match, as Hanafi mentions, "The extent of the impact of changing the external environment on the quality and accuracy of the player's motor performance" [3].

Table No. (3) shows the results of the pre- and post-tests of the test of accuracy of scoring towards the target for the members of the experimental group sample. The results showed significant statistical differences between the pre- and post-tests in favor of the post-test. The researcher attributes this to the fact that the learning process is a trial and error process, as knowledge is initially acquired through hearing, sight and other senses. The teacher's role is to satisfy those senses and reinforce them with practical examples. Therefore, the student will have an internal idea of what he should do, and thus he will have conclusions and speculations about what he can do, whether it is correct or wrong. The metacognitive strategy supports this. In addition, the student performs special exercises that are based on gradual learning and have led to enhancing learning. This is consistent with what Schmidt (1982) indicated, "In order to obtain learning, there must be attempts to practice the exercise, and the most important variable in motor learning is motor practice and the exercise itself." [4].

3-2 Displaying and analyzing the results of the skill tests for the pre- and post-tests of the control group: -

Table (4)

The arithmetic mean, standard deviations, and calculated (T) value for the pre- and post-tests of the control group in the skill tests

Variables	Measurement degree	Pre		post		t	sig	Significance
		x	±a	x	±a			
Rolling	second	10,898	0,899	10,673	0,925	3,220	0.000	Moral

Scoring	repeat	3,766	0,935	4,066	0,907	2,068	0.000	Moral

Degree of freedom below the significance level (5%) (n-1) = (19). 3-2-1 Discussion of the research results for the control group for the pre- and post-tests: By reviewing the test results for the control group, we notice the significance of the results between the pre- and post-tests. The researcher attributes these results to the teachers' interest in the teaching process within the selected curricula. Despite the fact that the results appeared with slight differences, the researcher explains these reasons as one of the causes of the research problem, which is that the large crowding and congestion in the classes hinders the correct teaching process, as it forces the teacher to adopt strategies that ensure speed at the expense of quality in conveying information. Therefore, there is learning, but it is of a low level compared to the results for the experimental group. We see that the teacher becomes at a crossroads of choices to give the material and try to convey it to the learner in a way that ensures progress with the curriculum and according to the plan, or to remain and fall short at the expense of the remaining skills. Therefore, it is difficult for the teacher to use multiple or diverse strategies in order to work on their basis. Also, the numerical density in one class does not give the students the opportunity to do sufficient repetitions for the purpose of consolidating the skill in their minds and drawing a line of the impact of learning more deeply in their minds, as "diversification In the exercise distances and in the level of difficulty of the movement, it will increase the acquisition of educational experience that helps to perform the skill better "[5].

3-3 Presentation and discussion of the results of the skill tests for the experimental and control groups for the post-tests: -

Table (5)

The arithmetic mean, standard deviations and the calculated (T) value for the post-tests for the experimental and control groups in the skill tests

Variables	Measurement degree	Pre		post		t	sig	Significance
		x	±a	x	±a			
Rolling	second	10.658	0,928	10.658	0.925	4.338	0.000	Moral
Scoring	repeat	4.333	0.802	4.066	0.907	3.247	0.000	Moral

Degree of freedom below the significance level (5%) (n-2) = (38). 3-3-1 Discussion of the results of the skill tests for the experimental and control groups for the post-tests:

By reviewing the research results in Table (5), we notice the significance of the results between the post-test for the experimental and control groups. The researcher attributes this to the method of presenting the exercises and applying them according to the metacognitive strategy and the Davis model, which contributed greatly to making the student rely on his own abilities, as the strategy targets the students' understanding of the skill. Therefore, the student will work on metacognitive thinking to apply the exercises and learn the skill better. Repetitions are given through the correct method that was prepared in a manner

that is appropriate for the students' ages. "The player's access to technical integration and accuracy in mastering the performance of basic skills does not depend on the number of times the exercise is repeated only, but also on the player's understanding of the method of performing the skill from a technical standpoint." [6]

The ages of the students require the researcher to prepare exercises that are appropriate for their level, as the strategy itself targets deep metacognitive thinking. Therefore, the researcher intended to develop exercises that can simplify the way students work and perform the exercises. Taking care to select the exercises is essential for the success of the educational process. Taking care By choosing the exercises that achieve the goal, it contributes to the players reaching the required level of performance within the specified time period for training " [7].

According to various sources, the learning effect line increases in intensity with the repetition of movements. The motor paths that the child learns increase gradually and deepen and become dynamic movements that do not require deep thinking or intense concentration, but reaching this effect must be done through appropriate repetitions so that the learner reaches that form that does not require deep thinking. This is confirmed by Yarab Khayoun, "Learning is the repetition of performance in order to improve the individual's motor paths (motor behavior) to reach the required performance" [8].

So the learning process requires multiple components for the student to reach a high level of learning. This prompts teachers to put many strategies in mind in order to apply them, but as we mentioned earlier, there are many obstacles that arise and prevent teachers from applying modern strategies that are beneficial to learners.

4- Conclusions and recommendations:

4-1 Conclusions:

1- The strategy had a positive impact on the students' learning of the researched skills.
2- Using the strategy (metacognition according to the Davis model) helps the teacher understand what the students individually require to understand the material.
3- Using the exercises specific to the strategy (metacognition according to the Davis model) showed the teacher the students' strengths and weaknesses.

4-2 Recommendations:

1- The researcher recommends the need to pay attention to using modern strategies within the curriculum prepared for students in primary schools.
2- The researcher recommends the need to pay attention to diversifying teaching methods or methods because individual differences are inevitable.
3- The researcher recommends that the students participate with the teacher in the lecture process as a kind of encouragement for them and to develop the students' personality.
4- The researcher recommends conducting various and different research on primary school students because they are the basis for learners and education.

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