



جمهورية العراق
وزارة التعليم العالي والبحث العلمي
جامعة ديالى
كلية التربية الأساسية
قسم التاريخ



اثر استراتيجية اجمع لخص ابن معرفتك في تحصيل مادة الاجتماعيات و تنمية الذكاء الشخصي لدى طالبات الصف الثاني المتوسط

رسالة مقدمة

إلى مجلس كلية التربية الأساسية - جامعة ديالى
وهي جزء من متطلبات نيل درجة الماجستير في
(طرائق تدريس التاريخ)

من قبل

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إشراف

الاستاذ

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الفصل الاول

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أولاً:- مشكلة البحث

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ثالثاً:- هدفا البحث وفرضياته

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التعريف بالبحث

أولاً : مشكلة البحث

من ابرز سمات عصرنا الحاضر هو التقدم العلمي والتكنولوجي في مختلف مجالات الحياة فقد اتسم عصر العلم والتكنولوجيا بسيطرة الأسلوب المعرفي على تفكير الانسان وعمله حيث شهدت العقود الاخيرة تطورات علمية كبيرة في جميع مجالات الحياة واصبح الانسان أساس التنمية ووسيلتها وغايتها . (العبيدي وعلاء، ٢٠١٦: ٣٤)

ان مادة التاريخ تعاني الكثير من المشكلات التي تقف عائقا امام تدريسها بالشكل الصحيح لاحتوائها على الكثير من المصطلحات والمفاهيم والحوادث التي يصعب فهمها واستيعابها اذ ما قدمت بصورة بسيطة خالية من التعقيد فكثير من المتعلمين يعانون من صعوبة تدريس هذه المادة . (زيدان، 2015: 262)

وان ضعف اهتمام مدرسي المادة بالطرائق والاساليب والاستراتيجيات في التدريس وتمسكهم بالطريقة التقليدية الاعتيادية التي تركز على الحفظ والتلقين واظهار المعلومات في وقت الامتحان فقط وتجعل المتعلم محور العملية التعليمية والطالب مستمع لا تتيح لهم فرصة التعلم الذاتي كل هذا يؤدي الى ضعف مستوى التحصيل الدراسي لديهم وقد اشارت العديد من الدراسات الى وجود ضعف في التحصيل مثل دراسة (العبيدي ٢٠١٤) ودراسة (السراي ٢٠١٥) ويعود هذا الضعف الى قلة استعمالهم لاستراتيجيات وطرائق حديثة في التدريس . (الربيعي، 2003: 66)

لذلك نجد العديد من الدراسات مثل دراسة (العنكي ٢٠١٢) ودراسة (الجبري ٢٠١٣) التي تؤكد على ضرورة استخدام طرائق واساليب تدريس حديثة تتفق مع طبيعة المادة الدراسية وتعمل على جذب انتباه الطلاب وشدهم نحو المادة وجعلهم طلابا نشيطين يستطيعون تحقيق اهداف تربوية وتعليمية ، فضلا عما لاحظته من خلال توزيع استبانة استطلاعية* على مدرسات مادة الاجتماعيات في المدارس المتوسطة للبنات في بغداد التي اجرتها الباحثة قبل تطبيق التجربة بشأن الاستراتيجيات وطرائق التدريس المعتمدة في

*قامت الباحثة بتوزيع استبانات على عدد من المدرسات مادة الاجتماعيات للمدارس المتوسطة قبل البدء

تدريس مادة الاجتماعيات و كذلك التحصيل ومستوى الذكاء الشخصي لدى الطالبات كما في الملحق (1) فكانت اجابتهن هو

1-ان نسبة 90% من مدرسات مادة الاجتماعيات اجبن بان هناك انخفاض في مستوى طالبات الصف الثاني المتوسط وارجعن السبب في ذلك الى تركيزهن على الجانب المعرفي المتمثل بحفظ المعلومات والحقائق واستظهارها في اوقات الامتحان فقط .

2-ان نسبة 80% من مدرسات مادة الاجتماعيات اجبن بانهن يستعملن الطرائق الاعتيادية في تدريس مادة الاجتماعيات كطريقة المناقشة والمحاضرة واطهرن خوف وتردد من استعمال طرق واستراتيجيات حديثة او استعمال وسائل تعليمية بسبب قلة المامهن بها او عدم تدريبهن عليها وان استخدامهن لاستراتيجيات حديثة قد تؤدي الى عدم اكمال المنهج او عدم تحقيق الاهداف التربوية

3-ان نسبة 94% من مدرسات مادة الاجتماعيات اكدن ان الطريقة المتبعة لا تشجع ولا تنمي الذكاء الشخصي لدى الطالبات و ان نسبة 6% اكدن ان الطريقة المتبعة تنمي جزءا بسيطا من الذكاء الشخصي

لذلك و في ضوء ما تقدم نرى شيوع الطريقة التقليدية في التدريس وهذا انعكس على التحصيل ومستوي الذكاء الشخصي عند الطالبات وما امتلكه من معلومات متواضعة في التدريس يفرض علينا تجاوز كل ما هو اعتيادي وتقليدي في التعليم وضروري الاخذ بكل ما هو حديث وجديد من طرائق واساليب واستراتيجيات حديثة تجعل من المتعلم محور العملية التعليمية وليس المدرس وعلينا ان نواكب التطور والتقدم لتقليل الفجوة بيننا وبين من سبقنا من الامم والشعوب والاخذ بكل ما هو جديد للوصول الى مخرجات وتعلم افضل تساعدنا في بناء مجتمعا بناءا سليما قائما على اسس علمية صحيحة ولتلافي ذلك الخلل في التدريس عقدت العديد من المؤتمرات والندوات العلمية نذكر منها :

1- اكد لمؤتمر العلمي الثاني عشر الذي عقد في كلية التربية الاساسية الجامعة المستنصرية 2010 والذي اكد على تطوير العملية التدريسية والتربوية والاطلاع على طرائق التدريس واساليبه وضرورة تحفيز مشاركة الطلبة في الدرس .

(المؤتمر العلمي الثاني عشر ، 2010:12)



Abstract

The current research aims to identify (the impact of the strategy Collect. Summarize. Build your knowledge in the collection of social studies and the development of personal intelligence among second-grade female students). The research aims to know

1-The impact of the strategy (Collect, Summarize, Build your knowledge) on the achievement of the second intermediate grade students in the social subject.

2-The impact of the strategy (collect, summarize, build your knowledge) on the development of personal intelligence among students of the second intermediate grade in the subject of social studies.

In light of this, the researcher formulated the following zero hypotheses:

1-There are no statistically significant differences at the level of significance (0.05) between the mean scores of the students of the experimental group who study the social subject according to the strategy (Collect, Summarize, Build Your Music) and the average scores of the students of the control group who study the same subject according to the usual method in the test. Post-achievement.

2- There are no statistically significant differences at the level of significance (0.05) between the average scores of the students of the experimental group who study the social subject according to the strategy (Collect, Summarize, Build Your Music) and the average scores of the students of the control group who study the same subject according to the usual method in a test Dimensional interpersonal intelligence.

3-There are no statistically significant differences at the level of significance (0.05) between the mean scores of the students of the experimental group who study social studies according to the strategy



(Collect, Summarize, Build Your Music) in the two applications, before and after the personal intelligence test.

4- There are no statistically significant differences at the level of significance (0.05) between the mean scores of the students of the control group who study social studies according to the usual method in the pre and post applications, not the personal intelligence test.

The research community is the students of the second intermediate grade who study in intermediate and secondary governmental day schools for girls affiliated to the General Directorate of Education in Baghdad Governorate, which number (50) schools. In the second course of the academic year (2022-2023) after being selected from among the schools in Baghdad, and the research sample reached (70), with (35) students for section (F) and (35) students for section (E), and after excluding the students who failed the adult Their number is (7) students, and the final number of the sample became (63) students, with (31) students in the experimental group and (32) students in the control group.

Before starting the actual teaching, the researcher conducted an equivalence between the two research groups (experimental and control) in several variables, including (students' grades in the social subject for the previous academic year 2021-2022), the academic achievement of fathers, the academic achievement of mothers, the chronological age calculated in months, and the test score Intelligence and pre-application to test cognitive skills. The researcher used an experimental design with partial control for the two groups (experimental and control) and post-test. The researcher identified the research requirements as follows:

Scientific material: It included the second part of the social studies textbook, which includes the four chapters (third, fourth, fifth and



sixth) and is scheduled to be taught to second-grade intermediate students by the Ministry of Education.

The researcher formulated (158) behavioral goals and prepared a daily teaching plan, which amounted to (42) teaching plans for the experimental and control groups, with (21) plans for each group.

As for the research tools, the researcher prepared an achievement test consisting of (50) optional items, where (40) objective items were of multiple choice type and (10) short-answer essay items distributed according to Bloom's levels, which are (knowledge, understanding, application, analysis). , structure), and the researcher verified the validity of the apparent choice and the validity of the content by presenting it to a group of specialists, as well as extracting the psychometric characteristics of the choice, which are (difficulty coefficient, the power of discrimination, the effectiveness of wrong alternatives).

The experiment was applied by the researcher to the two research groups (experimental and control) at the end of the experiment, which lasted (11) weeks, and the stability of the test was calculated by relying on the half-half equation. The second tool, the researcher worked on building a measure of personal intelligence that was based on The theory of multiple intelligences consists of (33) items distributed over areas (knowledge and understanding of the self, independence in thinking and action, directing and appreciating the self, forming a model for the self). Before and after the experiment, its validity and stability were confirmed, and the researcher adopted the statistical methods from the statistical package (spss), including the t-test for two independent samples and the square (ka). And Pearson's correlation coefficient and Spearman's equation, and after correcting the answers and processing the data statistically, the results revealed a



statistically significant difference between the average achievement and the personal intelligence test between the students of the two research groups (experimental and control) at the level of significance (0.05) in favor of the experimental group. The one who studied the subject of sociology according to the strategy Collect, summarize, build your knowledge, and thus the researcher rejects the null hypotheses and accepts the alternative hypotheses of the current research.

In light of the research results that the researcher reached, the researcher concluded the following:

- 1- The strategy of Collect, summarize, build your knowledge is superior to the traditional method in teaching female students of the second intermediate grade of social studies by making the research sample (the experimental group) the focus of the educational-learning process, which contributed to raising their achievement level.
- 2- The use of the strategy “Collect, summarize, build your knowledge” contributed to the arrangement of the knowledge structure of the research sample (the experimental group) through their benefit from the information of the previous lesson and linking it with the information of the new lesson and using it in other educational situations, which reflected positively on the level of their academic achievement and the development of their personal intelligence.
- 3- The use of the strategy Collect, summarize, build your knowledge enabled the research sample (the experimental group) to use various thinking skills and present their ideas in a logical and sequential manner to solve the problems they face, which reflected positively on developing their personal intelligence as well as raising their achievement level.
- 4- The use of the Collect, Summarize, Build Your Knowledge strategy helped the students of the experimental group to increase their self-confidence as well as self-reliance by collecting and summarizing



information on the subject of the lesson, which reflected positively on raising their achievement level and developing their personal intelligence.

5- The use of the strategy "Collect, sum up, build your knowledge" helped the students of the experimental group to show their cognitive skills and abilities and use them during the educational situation, which contributed to the development of their personal intelligence.

The researcher recommended a number of recommendations, including the following:

1- Holding courses and workshops to train social studies teachers on modern strategies in teaching, including the strategy Collect, Summarize, Build Your Knowledge.

2- Organizing seminars for social studies teachers to introduce them to the importance of developing personal intelligence for female students of the second intermediate grade.

3- Equipping classrooms with modern educational tools and devices to help reduce the impact of individual differences, as well as stimulating students' motivation towards learning.

The researcher suggested several proposals, including the following:

1- Carrying out similar studies on other educational stages to find out the impact of the "Collect, summarize, build your knowledge" strategy on academic achievement and the development of personal intelligence.

2- Conducting other studies to find out the impact of the "Collect, summarize, build your knowledge" strategy on achievement and the development of personal intelligence in subjects other than social studies.



3- Conducting other studies to find out the impact of the strategy
Collect Summarize your knowledge in other variables such as positive
thinking - motivation - intellectual competence.