المملوكة

الدكتور فخري خضر

هدفت الدراسة إلى الكشف عن مدى توظيف معلمى المرحلة الأساسيّة لمهارات التفكير في الأسئلة الشفوية، وأسئلة الوثائق.

blems.

وقد أظهرت النتائج: أن أكثر مهارات التفكير التي يوظفها المعلموء مهارة الاستدكار، وحصلت على نسبة مئوية (60.2%) من مجموع المهارات، وتبين كذلك وجود اختلاف في مهارات الاستدكار، والتحليل والاستدال، والتقييم التي يوظفها المعلموء في ضوء متغير الصف الدراسي، كذلك يوجد اختلاف في مهارات الاستدكار، والتحليل والاستدال، والتقييم التي يوظفها المعلموء في ضوء متغير souhaية، وعندما يوظفها المعلموء في ضوء متغير جنس المدرسة.
Utilization of Thinking Skills in Oral and Written Questions by Teachers of the Basic Cycle.

ABSTRACT

Dr. Fakhri Khader

The aim of this study is to explore the utilization of thinking skills by the basic cycle teachers in the oral and written questions (classroom & home assignments) in relation to grade, sector (private or public), gender, and the subject matter.

The intended sample of teachers was 140 male and female teachers in the Basic cycle, from grade 4 to 10. The sample questions consisted of 2246 oral questions used by the teachers throughout the implementation of the Study in the classrooms, and a total of 2536 written questions used by Teachers in the last six months preceding the implementation of the study.

In order to achieve the goals of this study, the researcher has developed a Tool to observe oral and written questions. The results have shown that the most thinking skill utilized by the teachers was the recall skill which reached 60.2% of the total number. Differences were observed in the recall, analysis, inference, and evaluation skills used by the teachers in relation to sector (private or public). Differences were also observed in the recall, analysis, comparison, and inference skills utilized by the teachers in relation to subject matter. The results have shown no Difference in all thinking skills in relation to gender.