

Republic of Iraq

Ministry of Higher Education and Scientific Research

University of Diyala

College of Education for Humanities

Department of Educational Sciences



The Effect of Strategy Contradiction in the development of Critical Thinking Among Students in the Fifth grade in the Subject of Literary History

A Thesis Submitted to

The Council of the College of Education for Humanities

In Partial Fulfillment of the Requirements for the Degree of Master in
Education

(Teaching Methodology of History)

By

MUSHTAG MAJEED SABAH AL MUGADAMY

Supervised by

DR. SALMA MAJEED HAMEED

2012 A.D

1433 A.H

Abstract

The Current research aims to identify (the impact of the use of Cognitive Strategy paradox in the development of critical thinking among students in the fifth grade in the subject of literary history) .

Current research

To reach this aim , the researcher has made the following zero hypothesis :-

There is no statistically significant difference at level (0.05) between the scores average of the experimental group students who study the history of according to the strategy of knowledge and contradiction between the average scores of the control group students who studying in the traditional way of history in the post test of critical thinking.

The present research has been limited to :-

1- Of fifth grade students in junior high schools literary and secondary school in the district of Baguba day of the academic year (2011- 2012).

2-The first three chapters of the book of the history of modern and contemporary Europe is due to the fifth grade students of literature Third Edition Written by a committee of the Ministry of Education year 2011.

3-The first semester of the year 2011- 2012 AD .

After that the researcher chose Sharif complacent middle and high school of Benin Tours of Benimn at random for the application of experience appointed by the select sets.

1-The experimental group represented by Sharif Al Razi Badadah of Benin and the number of students (31) students are taught the history of cognitive strategy paradox.

2-ABG are represented by the control high school in tours of Benin and the number of students (31) and taught history the way normal and rewarded.

The researcher between the two groups in the variable (test critical thinking, tribal, chronological age of students measured in months, scores of history in the final exam for fourth grade literature for the academic year 2010 to 2011, IQ score, educational attainment of the father, the educational attainment of the mother) .

The researcher prepared a test of critical thinking, and this test consists of five main test (reasoning, knowledge of the assumptions and axioms and inference, and interpretation, and evaluation of arguments) and verify the veracity of its paragraphs the researcher and transactions of its difficulties and the power of marking.

After the lesson the researcher himself the two groups of history in the first semester applied the test pre and post critical thinking on the researcher sample (students groups, the experimental group and control group) and then analyzed the researcher data obtained and extracted averages of students answers in the test pre and post critical thinking, and dealing with them using the chi square test to verify the authenticity of the null hypotheses have appeared as follows:-

Find a researcher studied the two sets of classrooms full, as it began to experience researcher on (3-10-2011) and ended on (12-1-2012) and to measure critical thinking, the researcher adopted the test and (Watson and Glassrn) , which consists of (75) paragraph , spread over five tests ky: the conclusion, knowledge of assumptions or postulates, deduction, interpretation, evaluating arguments, to prove the sincerity of its paragraphs the researcher and transactions difficult and the strength and stability distinguish them, and applied at the end of the experiment.

The researcher then analyzed the data obtained and extracted averages of student responses and deal with them using the test Altua to verify the validity of null hypotheses have appeared as follows:-

according to the strategy paradox of knowledge on the control group students who studied according to the usual way in the development of critical thinking.

In light of these results the researcher recommended a number of recommendations including:-

1-emphasis on the strategy paradox of knowledge in the teaching of history because of their importance in the development of critical thinking.

2-establishment of training courses by the Ministry of Education for teachers and teachers training and knowledge of using modern teaching strategies in education, in particular cognitive strategy paradox.

3-need to focus on the need for efforts to provide opportunities to understand and teach critical thinking skills.

4-contain materials, textbooks, especially social history books on historical subjects help to develop critical think-tang capacity of studints.

The researcher then suggested a number of proposals that sees the need to study to supplement the currnet researchr, which is still fertile ground for studies of thes type, including:conducting similar studies:-

1-On the other stages of the study,and sexes,to see the impact of cognitive strategy paradox in the development of critical thinking in history.

2-measure the impact of cognitive strategy contradiction in other variables such as measuring students attitudes towards the history and development of creative thinking and innovative.

3-to compare the effect of cognitive strategy contradiction in teaching methods and other methods.

-