



معهد الدراسات التربوية
قسم المناهج وطرق التدريس

أثر تدريب الطالبات المعلمات على استخدام مهارات ما وراء المعرفة فى تنمية المهارات التدريسية لتدريس الاقتصاد المنزلى

رسالة مقدمة للحصول على درجة دكتور الفلسفة فى التربية
تخصص مناهج وطرق تدريس الاقتصاد المنزلى

إعداد الباحثة

لمياء صلاح الدين محمد حسن

مدرس مساعد بكلية التربية النوعية - جامعة الفيوم

إشراف

د. ايمان عبد الحكيم محمد

الشافورى

أستاذ مساعد بكلية الاقتصاد المنزلى
جامعة حلوان

د. وفاء مصطفى كفاى

أستاذ مساعد بقسم المناهج وطرق التدريس
معهد الدراسات التربوية
جامعة القاهرة

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**تشكيل لجنة المناقشة والحكم
علي رسالة الدكتوراة في التربية
قسم المناهج وطرق التدريس**

للطالبة/ لمياء صلاح الدين محمد حسن

عنوان الرسالة : " أثر تدريب الطالبات المعلمات على استخدام مهارات ما وراء المعرفة فى تنمية المهارات التدريسية لتدريس الاقتصاد المنزلى".

قد وافق السيد الأستاذ الدكتور رئيس الجامعة علي تشكيل لجنة المناقشة والحكم علي الرسالة علي النحو التالي :

أ.د. مصطفى عبد السميع محمد رئيساً

أستاذ المناهج وطرق التدريس ومنتدب للعمل بالمركز القومى للبحوث التربوية والتنمية

أ.د. خديجة بخيت عضواً

أستاذ المناهج وطرق التدريس بكلية الاقتصاد المنزلى - جامعة حلوان

د. وفاء مصطفى كفاوى مشرفاً وعضواً

أستاذ مساعد بقسم المناهج وطرق التدريس بالمعهد

د. إيمان عبد الحكيم محمد الصافورى مشرفاً وعضواً

أستاذ مساعد بكلية الاقتصاد المنزلى - جامعة حلوان



جامعة القاهرة

معهد الدراسات التربوية

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بحث مقدم من

لمياء صلاح الدين محمد حسن

مدرس مساعد بقسم المناهج وطرق التدريس - كلية التربية النوعية - جامعة الفيوم
لنيل درجة دكتوراه الفلسفة في التربية تخصص مناهج وطرق تدريس الأقتصاد المنزلي

إشراف

د / إيمان عبد الحكيم الصافوري

الأستاذ المساعد بقسم المناهج وطرق التدريس
كلية الاقتصاد المنزلي - جامعة حلوان

د/ وفاء مصطفى كفاقي

الأستاذ المساعد بقسم المناهج وطرق التدريس
معهد الدراسات التربوية - جامعة القاهرة

بسم الله الرحمن الرحيم

"ربي اشرح لي صدري * ويسر لي أمري * واحلل عقدة من لساني يفقهوا قولي"

صدق الله العظيم

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شكر و تقدير

اللهم لك الحمد حمد الشاكرين لفضلك العظيم حمداً يليق بجلال وجهك وعظيم سلطانك. والصلاة والسلام على اشرف الخلق أجمعين سيدنا محمد صلى الله عليه وسلم، وعلى آله وصحبه إلى يوم الدين.

تتقدم الباحثة بأسمى آيات الشكر والتقدير إلى الأستاذة الفاضلة أ. د.م. / وفاء مصطفى كفاقي، أستاذ مساعد المناهج وطرق تدريس الرياضيات بمعهد الدراسات والبحوث التربوية - جامعة القاهرة اعترافاً وتقدير لرعاية سيادتها للبحث والإشراف عليه ولنصائحها وتوجيهاتها القيمة، فجزاها الله خير الجزاء.

كما تتقدم الباحثة بجزيل التقدير والعرفان إلى الأستاذة الفاضلة أ. د.م. / إيمان عبد الحكيم الصافوري الأستاذ المساعد بقسم المناهج وطرق تدريس الاقتصاد المنزلي بكلية الاقتصاد المنزلي بجامعة حلوان لتفضلها بالمشاركة في الإشراف علي البحث و تحمل أعباء متابعته وتقويمه ولولا رعايتها المخلصة لما تمكنت من إتمامه فجزاها الله خير الجزاء.

و تتوجه الباحثة بجزيل الشكر والعرفان للسادة المحكمين ، أ.د./ مصطفى عبد السميع رئيس المركز القومي للبحوث التربوية والتنمية و أ.د./ خديجة أحمد السيد أستاذ المناهج و طرق تدريس الاقتصاد المنزلي بكلية التربية بجامعة حلوان لمشاركتهما القيمة في مناقشة البحث و إثراء البحث بتوجيهاتهما السديدة.

وأهدي هذا البحث إلى روح والدي أ. د. / صلاح حمزة أستاذ اللغة العربية بكلية التربية بجامعة الفيوم و اخص بالشكر والدتي لمساندتها لي ولفضلها الكبير وعطائها الفياض، فلها الجزاء الأوفى من الله. كما أشكر زوجي العزيز الدكتور/ أسامة حسين المدرس بكلية الهندسة بجامعة الفيوم لتحمله الكثير من التعب والمشقة من أجلي، فله منى أسمى آيات الشكر والتقدير.

وأتوجه بخالص التحية إلى أساتذتي وزميلاتي بكلية التربية، التربية النوعية بالفيوم ولكل من ساعدني في إتمام البحث وقدم يد العون لإخراج البحث إلى النور.

الباحثة

Cairo University

Educational Studies Institute

Curricula and Mythology Department

The Effect of Training Female Student Teachers on Using the Skills of Metacognition for Developing Teaching Skills in Teaching Home Economics

Submitted by:

Lamyaa Salah El Din Mohamed Hassan

Assistant Teacher in Diversified Education Faculty

For the Doctor of Philosophy Degree

in Curricula and Methods of Teaching Home Economics

Supervisors

Prof. Dr. Wafaa Mostafa Kefafi

Assistant Professor for Curricula
and Methods of Teaching
Mathematics

Educational Studies Institute ,
Cairo University

Prof. Dr. Iman Abdel Hakim El Safori

Assistant Professor for Curricula and
Methods of Teaching Home Economics

Faculty of Home Economics

Helwan University

Summary

Research Aim

The aim of the research is to train female student teachers to use the skills of meta cognition in Teaching House Economy and define the effect of that on their Teaching Skills, getting Knowledge, particle skills and metacognitionskills of female students of secondary school , defining the range of transferring the effect of their education on getting knowledge that a sample of students of second secondary school has.

Research Importance

- 1- It is the first to care for developing metacognitionskills of both the educating and the educated for a achieving the wanted positive education.
- 2- The research helps the female student teacher of house economy in developing the acquiring of metacognitionof skills and training to use it in teaching the subject, for enriching it teaching skills.
- 3- The research can help the female students of secondary schools in developing the a caviling of meta-knowledge skills for meeting the needs of their intellectual growth.
- 4- The research directs the attention of the specialist in the program of recher's preparation before serving in the faculty of education and the faculty of diversified education to care for developing high levels of thinking and developing the a advisement of the student teacher of the strategies of teaching the king for developing his teaching performance.
- 5- The research helps female teachers of House Economy to use training strategies take care of Understanding the learner of knowledge and thinking f them instead of memorizing and recalling when necessary .

6- The research helps the teachers to understand the positive style of interaction between the learner knowledge and the methods of searching for information analyzing it, educating it and evaluating it before adding it to knowledge structure.

Research Problem

The concept of Meta-cognition is of the modern concepts in the field of education and cognitive psychology. The researches in education define it as the speculation in knowledge, the learner's awareness of mental processes developing the skills of meta-Knowledge had an effect and return on both the learners and the teachers. They develop the high levels of thinking developing these skills needs not developing in the form of student's ensures to the questions and teachers' directions but the teacher should have the strategies of its teaching.

The curricula cannot be effective without supporting them with effective and officinal teaching able to achieving desirable education outputs.

Developing the skills of high thinking are ignored when wording the objectives of education and building its curricula .the schools cannot achieve the desirable success in developing thinking and different skills of students.

There is still a big gap be between the teachers of the 21st century and the available teacher. It is time to care for teachers and develop them professionally because they play a decisive role in the strategy of human development . It has become necessary to take care of the female teacher of House Economy and training her in the faculty of house economy and the

faculties of diversified education and developing her teaching skills to be able to teach efficiently.

Some studies referred to the importance of developing the skills of high thinking and the weakness of educational preparation of female student teachers in teaching thinking and developing skills.

The researcher has tried to train some student teachers in the faculty of diversified education to merge the Metacognition skills with in the content of house economy curriculum of second secondary school as a trial to develop a acquiring some teaching skills of theirs.

The questions of the research :

The research seeks to answer the following question:

What is the effect of training female student teachers to use Metacognition skills on developing their house economy teaching skills?

- 1- what is the effect of training female student teachers to use Metacognition skills in developing their teaching skills in teaching house economy ?
- 2- what is the effect of training female student teachers on using Metacognition skills in developing getting knowledge to female students of second secondary schools.
- 3- What is the effect of training female student teachers on using Metacognition skills in developing the practical skills of female students of second secondary schools.

- 4- What is the effect of training female student teachers on using Metacognition skills in developing Metacognition skills of female students of second secondary school.
- 5- What is the relationship between the mark of second secondary students of the experimental group and their marks of the test of knowledge acquisition?
- 6- What is the relation between the marks of students of secondary second year and their marks on their notes card of scientific skills.

Research propositions :

There are statistical differences between the averages of the marks of there search in post and pre-application for measuring teaching skills of female student teachers for pre-application.

- 1- There are statistical differences between the averages of the experiential research group and marks of the control group in the post-application of knowledge equitation test for the experimental group.
- 2- There are statistical differences between the marks of averages of the experimental research group and marks of the control group in the post application of scientific skills notes card for the experimental group.
- 3- There are stratified differences between the average of the marks of averages of the experimental research group and the marks of the control group in the post application of the test met knowledge skills for the experimental skills.
- 4- There is statistical relation between the average the marks of knowledge acquisition test in the post application.
- 5- There is astatically relation between the experimental average of the test of Metacognition skills and their

marks in the cards of scientific skills notes in the post application.

The research limits.

The research has the following limits :

1. Fourth year female student teachers in the faculty of diversified education , fayoum university .
2. A sample of girls from secondary second year at A`esha Hassanein secondary school in fayoum .
3. The curriculum of house economy , secondary second year (first and second term) and its scientific skills .
4. Metacognition skills are :
 - a- The skills of self-organization including (adhering to the duty of education , the positive attitude toward performing education).
 - b- The skills of functioning knowledge and includes the following : declared reporting knowledge , procedural knowledge , conditional knowledge .
 - c- Procedural control skills and include : (planning , organization , evaluation)
5. acquisition test according to Blum's knowledge levels : remembrance , understanding , application , analysis , installation and evaluation

Research Sample

The sample of the research is formed of the female students of second year at A'esha Hassanein in fayoum in 2007 – 2008 , the number of students is 40 , consisted of two harmonious groups divided into a control group and an experimental one .

Independent Variation

Using the Metacognition skills in teaching house economy curriculum through the teacher's guide and student's book.

Dependent Variations

Measuring the growth of Metacognition skills of the female student teacher through applying the pre-and post-measurement of Metacognition skills.

Measuring the growth of teaching skills of female student teachers through pre-and post-application of the card of scientific skills notes .

Measuring the level of knowledge acquisition of female students of secondary second year through pre-and post application of acquisition test

Measuring the growth of practical skills of female secondary students of secondary year through pre-and post application of the card of scientific skills notes .

Measuring the growth of Metacognition skills through pre-and post application of meta-knowledge tests.

Research Approach

Designing the one group: the experiment of the research is applied to one group (female student teachers) on condition that the tools of pre-and post measurement comparing the results of both applications so teaching by using the Metacognition skills is the independent variation and teaching skills and meta-knowledge skills are the dependent variations.

Designing two groups :

Choosing two efficient and equivalent groups of female secondary students of second year in all medium variations the

research experiment is applied which is teaching by using Metacognition skills to the first group , the experimental group and the control group uses the common method in teaching and teaching is by using Metacognition skills is the independent variation , knowledge acquisition , practical skills and Metacognition skills are dependent variations .

Research Tools

The research used the following tools :

a- Experimentation tools are :

- Preparing student teacher's guide for explaining the teaching method by using Metacognition skills .
- Rewording the content of house economy lessons of second year students.
- Designing the educational activities and educational activities and evaluation styles in students' boory

b- Evaluation tools are :

- measuring Metacognition skills of female student teacher (prepared by the researcher).
- measuring teaching skills of female student teacher (prepared by the researcher) .
- testing knowledge acquisition of secondary second year students (prepared by the researcher).
- practical skills notes card (prepared by the researcher).
- testing Metacognition skills (prepared by the researcher).

Research procedures

going through educational researches , studies and literatures related to the following elements :

- thinking skills

- Metacognition skills and strategies of Metacognition teaching
- the ways of developing Metacognition skills and the ways of its evaluation .
- the qualities of secondary stage and their educational needs
- the curriculum of house economy of the secondary stage.

Second : The procedural Side

To answer the first question of the research:

preparing a measurement of Metacognition skills , teaching skills notes card , female student teacher's guide showing them to a group of jurists to define their suitability , applicability and apparent validity . after applying the previous research tools to a random sample to measure validity and invariability , then applying the research tools and pre-application to a group of female student teacher's guide with training female student teachers to teaching by using Metacognition skills and merging high thinking skills with in the content of house economy curriculum training to prepare educational activities , ways of lesson execution and preparation , applying designed educational activities , ways of evaluating lessons .

- post applying research tools to female student teachers , defining the two results of both pre-and post applications and interpreting them .

2- To answer the second , third and fourth questions :

- merging Metacognition skills into the curriculum of house economy of secondary second year wording behavioral objectives and designing educational activities styles of teaching and learning suitable strategies of teaching and ways of evaluation