*

.

(24)   .

(31)

.   (365)

(   )   :

(   )

.(   )

(٪82)

(٪75)   (٪80)

.(٪70)

.

(   )

19   1993   )

7   1980   )   (23   1986

.(12   1986

.(20   1986   )

)   (Hergesheimer, 2000, P.10)

.(49   1986

-

. . -

-

( ) . .(22 1993)

) (12)

(30) (( ) ( )

: .(1996)

: " (2) (1) "

"(11) (10) "

(42) " " :

.

.(Lather, 1987)

)

.(324 1984 1993

.

(Hoodless,

: .1996, P.8)

- (150 1981)

:

-1

-2

.

-3

.(76 1996)

(324 1984)

)

) (196 1996

(

. (Mehlinger, 1981, P.141)

(277)

1-   :   (139)   (138)
.

)

.(84   1993

.

2-   :

.2004 /   (Hoge, 1991)

3-   :

)

.(51 – 35   1999

.(٪ 80)   (173)   )

4-   :   (
:   (58)
(33)   (46)
(36)

.(51 – 35   1999   )

.

(Saxe, 1992)

.(٪70)

(18)

(379)

1-   (   )

.

2-   (   )   .
(Barton and Levistik,
1994)
(58)   .

:   .
(1990)

(   )

(5)

(11 – 9)   .

(1996)

.   (45)
(2003)   (1672)

(281)   (286) :
(270)   (257)
(290)   (288)

(407)

(32)   (75)
.   (0.05 = α)

.   .

(2001)
)

(

:

( )   ( )

.

.

(2003)

:

(   )   -1   (120)   (15 – 5)
.2004 / 2003

-2

(33)
-3 (660)
. (41) .

:
-1 ( ) -1
/ 2003 .
-2 .2004
. (31) -2
-3
. .
-4 (365) -3
.
) -5 (10)
(.
.
: -6
:
$100 \text{ X } \dfrac{}{+} =$ –
. –
:
.(1) –
:
(1) -1
( )) ( )
.(
0.88		-1
0.83		-2
0.89		-3
(2003) (2001)
– .
: -3
. (53)
-4
(41) (30) (30)
.
–

.(2)

(2)

.

.

(3)   .   -

.

:   (3)   (30)   (6)
)   -   (24)

(

(   )   .

-

(0.84)   (KR20)

.

(   )   (2001)   (٪100)

(٪80)

.   (19.25)

)   -

((17)   (70)

(   )   .(24)

-

(   )   (   )

.   .   (   )

.

)   -

(.

:

.   (   )

(4)

(   )

(2)

٪1	16		-1
-	4		-2
-	2		-3
-	2		-4
٪2	36		-5
٪82	1015		-6
٪2	37		-7
-	3		-8
-	-		-9
-	-		-10
-	1		-11
-	-		-12
-	-		-13
-	-		-14
٪1	15		-15
-	12		-16
-	6		-17
-	9		-18
-	-		-19
-	1		-20
-	1		-21
-	2		-22
-	1		-23
٪1	15		-24
٪1	22		-25
٪1	15		-26
-	12		-27
٪1	18		-28

قم (3)

(20) (15) (14) (13) (12) (10) (9)	(24) (22) (21) (11) (4) (3)	6

(4)

-	-		-1
-	-		-2
-	-		-3
-	-		-4
٪18	7		-5
٪24	9		-6
-	-		-7
٪5	2		-8
٪2	1		-9
٪10	4		-10
٪8	3		-11
-	-		-12
٪29	11		-13

(5)

(12) (7) (4) (3) (2) (1)	(9)	(13)

(6)

0.31	0.81		-1
0.33	0.83		-2
0.27	0.80		-3
0.16	0.92		-4
0.00	1.00		-5
0.35	0.86		-6
0.48	0.65		-7
0.12	0.98		-8
0.8	0.99		-9
0.9	0.99		-10
0.13	0.98		-11
0.35	0.87		-12
0.28	0.78		-13
0.36	0.84		-14
0.32	0.85		-15
0.25	0.91		-16
0.43	0.71		-17
0.47	0.63		-18
0.50	0.54		-19
0.43	0.71		-20
0.45	0.69		-21
0.36	0.84		-22
0.35	0.86		-23
0.46	0.77		-24
4.16	19.81		

(7)

0.43	0.63		-1
0.39	0.68		-2
0.29	0.75		-3
0.31	0.81		-4
0.13	0.97		-5
0.41	0.71		-6
0.49	0.38		-7
0.9	0.99		-8
-	1.00		-9
0.15	0.97		-10
0.25	0.93		-11
0.350	0.81		-12
0.40	0.79		-13
0.36	0.84		-14
0.41	0.71		-15
0.42	0.77		-16
0.47	0.66		-17
0.32	0.81		-18
0.49	0.54		-19
0.39	0.68		-20
0.50	0.47		-21
0.42	0.79		-22
0.44	0.72		-23
0.32	0.80		-24
4.61	**18.21**		

(6)   -
(٪82)   (19.81)
(4.16)
.(٪80)   (19.25)   .   (5)
:   (5)
:   (   )   -
)
(

.   (7)
(9)   (7)

(   )   (٪100)   .
)   -
.   (
(7)
)   (%38)

(   )
)   (
(
)
.   (
(7)   -   .
(%75)   (18.21)   :
(4.61)
.(٪70)   (17)
(1997)

.(6)
(٪ 75)   (5)   (6)
(Saxe, 1992)
.   (   )   ٪100

(0.54)   (19)
:   (   )
-1

.

-                    .

-2

.

-3   :   *

-

.   .

1990

.

1986

2003   :   .

19

.428 – 401   1

1   1996

.   :

1996

.   :

Barton, Keih and Levistik, L. 1994. Back When God Was Around and Everything-Elementary Children's Understanding of Historical Time, Paper Presented at the *Annual Meeting of the American Educational Research Association* April, 4 – 8.

Hergesheimer, J. 2000. Cutting the Essence: Concepts in Social Studies, *Review*, 10-13.

Hoge, John, D. 1991. A Survey Investigation of Student's Historical Knowledge, *Journal of Social Studies Research*, 15 (1): 16-29.

Hoodless, P. 1996. Time and Timelines in the Primary School. The Historical Association, London .

Lather, Gulic. 1987. Time and Public Administration, *Public Adiministration Review*, Jan / Feb, 1987.

Mehlinger, H. D. 1981. UNESCO Handbook for the Teaching Generalizations in Elementary Social Studies, *The Social Studies*, 88 (2): 78-81.

Saxe, David Warren. 1992. Resolving Students Confusion about Indefinite Time Expression, *The Social Studies*, 83 (5): 188-192.

*   :

.

2003

Google,   (15 – 5)

.http://www.fedu.uaeu.ac.ae

1993

1981

.   :   3

1986

:

1986

.

1   1999

.   :

1990

.145-117   (8)

1997

(1)   :

.115 – 102   (24)

1980

.   :

2001

.

:   1984

.

The Degree of Teachers' Knowledge and the Extent of Students' Acquisition of Time Concepts in the Book of the Contemporary History of Jordan

Hani Hatmal Obaidat*

ABSTRACT

This study aims at understanding the concepts of time in the book of contemporary history of Jordan and the teachers' degree of knowledge and students' acquisition. To achieve all of that, the researcher prepared a list with the concepts of time, its validity and consistency; taking all these aspects into consideration. The book of contemporary history of Jordan was analyzed. Also, the researcher prepared an achievement test which consists of twenty four valid and consistent concepts. Then, it was distributed among a sample of thirty one teachers of history and 365/ 11th grade – students.

The following are some results of the study: Some concepts of history were to a great extent available (AD), some concepts were less available (a 1/4 of a century) / 25 years, a decade, Thu-Al-Hija, (Ramadan and Rajab). Others were not important at all, these are (Al-Fajer (the dawn), Mid-day, Noon, Summer, Autumn and Thu-Al-Qi'da.

The study showed that the degree of understanding of teachers of history of time concepts is (82%) which is higher than the educational acceptable level (80%). The degree of students' acquisition of the concepts of time reached (75%), which is higher than the acceptable educational level (70%).

The researcher recommended certain suggestions: the necessity of reinforcing the concepts of time, which are of less importance.