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Modernity In The Teaching Process

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	0.60	2.50	.	4	.4
	0.65	2.34	.	2	.5
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	0.67	2.48	.	3	.2
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0.31	2.50		
0.30	2.52		
0.30	2.41		
0.29	2.46		
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0.000	14.579	8.647	449	38.653	
0.345	0.893	9.172	449	41.093	
0.001	5.446	8.906	449	39.720	
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## **The Degree of Understanding and Practicing the Modernity Concept by Teachers in the Educational Process at the Secondary Stage in Amman Governorate**

*Safa Ahmad Al-Ghazali\**

### **ABSTRACT**

This study aimed at identifying the degree of understanding and practicing the modernity concept by teachers in the educational process of the secondary stage in Amman Governorate. The study community consists of all the female and male teachers of the secondary stage in Amman Governorate, who amount to 4400 teachers distributed on the departments of education in Amman Governorate. On the other hand, the study's sample arrived at 450 teachers of the secondary stage in Amman Governorate. In order to achieve the study's aims, the researcher prepared a questionnaire which consisted of (65) paragraphs –in its final formation- it was distributed into two fields, each one consisted of (6) dimensions distributed on questionnaire's paragraphs.

The results of study show that the teachers of the secondary stage have an average level of understanding the concept of modernity in the educational process in Amman Governorate, this level includes six dimensions that are arranged descendingly according to the more understood dimension as follows: The modern characteristics of teachers in the educational process, the availability of the democratic mode in the education process, applying and evaluating, developing the process of thinking in educational process, the effective planning for teaching, developing the creativity in the educational process, and applying the various technologies in the educational process". And the teachers of the secondary stage have an average degree of practicing the same concept, but the degree of understanding this concept has been more accurate. The level of practicing this concept includes the same offer mentioned dimensions arranged descendingly in the same way. The presence of connection between the degree of understanding and the degree of practicing this concept of modernity in the educational process, and this connection is described as being a forward connection, and this means that as long as the understanding of this concept which includes the same offer mentioned dimensions is increasing the degree of practicing will increase as well, but this connection is a kind of average in its effectiveness.

The results of study show also there are significant differences of the degree of understanding the concept of modernity in the educational process by teachers of the secondary stage in Amman Governorate, and the degree of practicing the same concept by them, also between the averages of understanding and the averages of practicing the same concept, that are attributed to the variables such as: "years of experience, specialization, and the school's category", these distinctions were for the benefit of "11 years of experience and more, the specialization of teaching technology, and private schools", besides, there were no distinctions that have statistical indications that are based on: "gender, academic qualifications".

The study recommended that there is a necessity of increasing the degree of teachers understanding the concept of modernity in the educational process which includes six dimensions, so increasing the degree of practicing the same concept will be accomplished because there is presence of direct connection between the degree of understanding and the degree of practicing.

**Keywords:** Modernity, Educational Process, Amman Governorate.

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\* Researcher, Amman, Jordan. Received on 14/8/2007 and Accepted for Publication on 18/5/2008.