

*

(28)

(35)

(35)

:

(NCSS, 1993,

.Newmann, 1991, Newmann, 1990, Onosko, 1990)

.(2004)

1994

.(1999

) 1996

.2009/1/18

2008/3/18

*

(2002 1999)

:

(NCSS,

.1994, Mayer, 1999, Windebuy, 2001)

:

-

(Goodings)

-

(2002)

(%80)

-

(%80)

1981)

.(White, 2000

:

-

-

-

-

-

(1999) : (1991)

(128) (101) (38)

:(1996)

.(%85) (2001)

(0.05= α) (1997)

(2001) (200) (200)

(%80)

(33) .(%80) (Chiodo and Sai, 1997)

(12)

(2003)

(26) (1998)

(13)

.2007-2006

-

(2005)

(150)

(28)

-2006

2007

:

.1 .1

.2 .2

.3 .3

:

-

.1

:

:

-

:

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-

-

(15)

:

-

-

:

(5)

(12)

(2)

(2)

(3)

-

:

-

(5)

-

:

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 .
 .
 .
 .
 : (35)
 (25)
 (Test-Re-Test)
 (0.80)
 .(0.84)

(1)

7	1, 2, 3, 4, 5, 6, 7	1
7	8, 9, 10, 11, 12, 13, 14	2
7	15, 16, 17, 18, 19, 20, 21	3
7	22, 23, 24, 25, 26, 27, 28	4
7	29, 30, 31, 32, 33, 34, 35	5

(5)
 : .3
 .
 .
 (0.81)
 .(0.94)
 .(3)
 .(2)
 .(1)
 - .()
 (12)
 -

(2)
()

	()				%80	
0.000	-30.569	0.89	2.3	28	%80	
0.000	-23.671	1.09	2.98	28	%80	
0.000	-24.486	1.25	1.63	28	%80	
0.000	-35.543	1.12	2.1	28	%80	
0.000	-26.793	1.52	2.97	28	%80	
0.000	-59.922	2.56	2.39	28	%80	

.(0.05 = α)

(45)
(84)

(2007

)

(%85-80)

(%80)

(3)
()

	()				%80	
0.000	-93.733	037	1.32	28	%80	
0.000	-92.736	038	1.30	28	%80	
0.000	-72.730	042	1.38	28	%80	
0.000	-82.107	040	1.34	28	%80	
0.000	-98.448	044	0.97	28	%80	
0.000	-183.576	043	1.25	28	%80	

(2)

:(2)

(%80)

()

- (2.98-1.63)

- (0.05 = α) (2.39)

- :
:

:

()

(3)

: (3)

(0.97-1.38) (%80)

(Chiodo and Sai,

(1999) 1997) (1.25)

(0.05 = α)

) (1991)

: (1997) (%80)

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:

:

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-

-

:

-

-

(80%)

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-
(1997)
(2003) (2001) (1998)
(2005)

:

- -
- -
- -
- -
- -
- -
- -
- -

2002

2004

1999

129

.12 19
2001

.125-120
1996

.41-15

2001

1991

1996

2002

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**Determining the Accepted Level of History Teachers' Knowledge
of Teaching Competencies in the History in Secondary Stage and
their Practices hereto**

*Bassam M. Al-Qudah**

ABSTRACT

This study aims at determining the accepted degree of History Teachers' Knowledge about teaching competencies in History in secondary stage and their practices of it. The sample of the study consisted of (28) male and female secondary stage History teachers, In order to achieve the purpose of this study, the researcher designed a knowledge or cognitive - based test addressed to History teachers in the secondary stage, which aimed at identifying their knowledge of their particular competencies. The test consisted of (35) items distributed in (5) domains. The researcher also used observation cards in order to determine the level at which teachers practice such competencies. The Observation cards consisted of (35) sub-competencies distributed in (5) also domains. The study revealed significant statistical differences between the means' level of knowledge of competencies and practices of History teachers in the secondary stage and between the educationally accepted level in favor of the latest. The study recommended conducting inquiry to explain the low results in knowledge level of History teachers' competencies and their practices. Further, the study recommended conducting training workshops in developing teaching competencies for Secondary stage History teachers and for improving teachers' self development. Finally, teachers are recommended to keep abreast of recent theories and studies regarding their field of specializations.

Keywords: Knowledge Level, Teaching Competencies, History Teachers, Secondary Stage, Degree of Practice.

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