

Advanced Systematic Pattern Effect controlling the survey of Critical Thinking Skill in the National Study of Civic Education and Tenth Grade Students in the Development of Jordan

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Abstract

The aim of this study is to reveal the typical effect of Advanced Regulator controlling the survey of critical thinking skill in the National Study of Civic Education and Tenth Grade Students in the development of Jordan. The study population consisted of all tenth grade students in schools which included at least two divisions. However, this included the grade in the education directorate which is the banner of the southern shrine. The study sample consisted of 120 students from students in school communities. They included 40 male students and 80 female students, which were spread over four study group. Two of the four divisions in each school were taught the Advanced orderly pattern, while the other two divisions were taught the Achtbaraltvkir critic preset. This arbitration process procedure was carried out to test the equality of the groups. After a dimensional treatment, the collected data were statistically analyzed using statistical software (SPSS) and statistical processor Pearson correlation coefficient. The forgoing analysis were done to test the stability of the expense, as well as the calculated circles and standard deviations, in order to make comparisons. Furthermore, the results of the two-way analysis of variance ((2x2) Two-way ANOVA) was also extracted. The results showed that there were no statistically significant differences at the level of significance ($\alpha > 0.05$) in the skill of critical thinking development, due to the pattern of teaching or the interaction between style and gender. There were statistically significant differences at the same level of significance attributed to gender (male and female) and in favor of female students. The study concluded with recommendations in their entirety focus attention on the need for modern teaching patterns, as well as critical thinking skill to give a greater share in the area of curriculum.

Keywords: Advanced organized, directed the survey, critical thinking

Introduction

The process of education has existed since the beginning of human existence on earth. Education-knowledge was passed down from generation to generation using several methods. One of the different methods of acquisition included fathers teaching their sons after them. In this kind of method, the sons' ability to grasp the fundamental knowledge being passed was founded on trial and error, tradition, simulation and so on. Since life is based on normal development and upgrading, interest in the development of education was something innate in keeping in pace with the evolutionary fact of life.

In order to avoid confusion and indiscriminate theorists educators, interesting educational reality appeared. Consequently, this helped in widening the circle of interest in the educational theme through attention on different ways, means, and methods. However, teaching models were built to help the teacher walk in the right way to give students knowledge, information, and different skills. This skills helped to focus on building the social profile of the student. Also, it made it possible to examine solutions to the problems encountered. The student takes responsibility and solves problems through his engagement with the community. In addition, he employs knowledge, information, and skills acquired at school or during the course of his career. This confirms the study of Al-Ahmad and Joseph (2001) which considers the modernist view of educational student. It centered and considers the educational process axis on the reverse of what it was before the twentieth century. This was done on the grounds that the largest positive role provides knowledge and various information about the student to the teacher using traditional methods. Thus, teaching and education during the twentieth century witnessed the developments reflected on the ways, means, and methods of teaching. This helps in making it the focus of talk in modern educational development conferences.

The evolution of human life as seen differently from the above is outdated but characterized by stability and an individual's ability to solve problems facing it and examine solutions and decision. These characteristics were dictated by traditions, customs, and morals inherited. However, we are presently witnessing multiple modern changes as a result of technological advancements. Furthermore, this explosion of knowledge is difficult to control, making the current communities instable. Nevertheless, it is of benefit to the personality of the student, because it develops his thinking and his various skills. In addition, it also increases his capacity to deal with matters and problems of life as well as work to evaluate, examine, and decide on what direction he must follow.

Presently, we have noticed a weakness in the phenomenon of using different thinking skills. This weakness is that most people, and especially our students in school, think traditionally stereotypically. Hence, there is an urgent need to break this pattern and provide advanced thinking skills (Hussain, 2002). The student's ability to cope with kaleidoscopic nature of life is dependent on high analytical skills in problem solving. This enables him/her to study, scrutinize and then make the decision to ensure the achievement of the desired success. The function of education is to stimulate people to think outside the box and go beyond their their training on the different methods of errors so that they can make their way in life successfully and contribute to the building of civilization (Hussain, 2002). This conclusion is based on the findings of the scientists and theorists, who posited that teaching models and different learning styles help to achieve the required skills in life. These findings were based on technical knowledge and technological developments and the explosion witnessed by the contemporary world, which has impacted all areas of life. The individual became responsible for keeping in pace with these changes. Thus, we find the attention of the developed countries clearly on the individual, including all aspects of his personality development. Additionally, these countries pay attention primarily to the development of different skills of individuals, especially students. Bacassaphm brought attention to the analytical skills students employ to identify all the problems and issues they face as a result of their suffering and how they combine them in the end to withstand these issues and problems, evaluating and deciding about them. The importance of critical thinking in all individuals was given more credence by Mustafa (2002 PO Box 123), when he wrote: "in it lies the importance of critical thinking process that occur in the life of every individual and on an ongoing basis." Often, the individual daily goes through situations that require him to take a decision, and when he is unable to, he resorts to others, thus making him dependent on others. This is why the process of decision-making and component trends and values are the most important objectives of education. Therefore, the student that is put in some educational situations that require him to examine the conditions and capabilities and collect data and information and evidence can make right decisions (Mohammed, 1999).

The Problem of the Study and Questions

Presently, the contemporary technical and technological developments the world is witnessing are enormous and affect all areas of life. Now, the individual finds himself responsible for keeping in pace with the developments, changes, and problems created by this explosion of knowledge, which requires him to study and decide.

People go through difficult situations that require them to make a tough decision, and when they're unable to do so, they resort to others (Mohammed, 1999). This is a weakness in the individual personalities and skills development think-tank. This is the focus of this subject, and it is commensurate with educational developments and trends in the modern world which aims to modernize the patterns, models, teaching methods, and techniques. Hence, it improves the personalities of individuals and make them better prepared to cope with the changes.

Going forward, we conclude that the school is the first official institution concerned with the construction of the student's personality. When this student is appropriately prepared to keep up with developments in the life of various Bmenahiha, he will be able to take decisions based on sound science. Thus, the success of his decisions and the resulting opportunities will be more prominent than others.

Fortunately, this coincides with a time when the Ministry of Education is seeking to develop the educational system in Jordan in line with modern and various educational trends. This study is designed to test the effect of using two types of teaching styles in modern skill of decision-making in tenth grade students through curriculum and National and Civic Education development. The study decided that the problem of the formulation of the following questions to conduct this study can be determined by questioning the study's next president:

What is the impact of a typical Advanced Systematic Pattern on the control of the survey in critical thinking skill in the study of National and Civic Education in tenth grade students in the development of Jordan?

Branching from this main question, the following sub-questions result:

1. What is the effect of teaching Bnmti Advanced systematic survey wave and skill on the critical thinking skills of tenth graders in the National and Civic Education as well as the development of these students?

2. What is the impact of gender on the critical thinking skills of tenth grade students in the study of National and Civic Education as well as development?

3. What is the effect of interaction between teaching Bnmti Organized and Advanced Survey Wave and gender in the critical thinking skill of tenth grade students in the study of National and Civic Education as well as development?

The survey of the general pattern of teaching tries to bind the problems faced by the school to the daily lives of students. Also it tries to solve, to some extent, the problems faced in their daily lives. Furthermore, the problems faced by the students in their daily lives require multiple

solutions, and this is what should be taught to our students in the schools (Heang & Watts, 1988).

This survey was designed to allow students think freely. Also, it gives them the initiative to make decisions on solving the problem they face and makes it easier for them to make career decisions.

This type is generally interested in training students on the survey process, deepening their understanding of the phenomenon or the problem faced by the student, and gathering information and evaluating these questions that have been put forward. This is done to the end of formulating a hypotheses, and conducting a mental supreme judgment and decision-making in accordance with the limited criteria under the guidance of a teacher.

The research is aware of the survey directed by Maselass (Massialas). As stated by Gaoud (1986), the survey skill stresses the importance of reflective thinking in an individual's social life, especially a self-schooled individual's life and his attitude towards his community. Therefore, Maselass (Massialas) recommends that the school and the teacher should be active participants in what is called the process of culture. Also, they should exert an effort to teach citizens how to think in the value system.

This survey evaluates teaching styles that develop individual skills to interact with problems and issues, accept challenges and increase determination to solve problems, and find appropriate solutions. Valastqae wrote on teaching styles of modern efficiency in the development of scientific thinking among students and how it provides an opportunity for students to practice methods of science, operations, and skills of the survey on their own. The student uses his senses, his mind, and his intuition in integration and harmony, thereby objectively solving cognitive problems. Here, the student exhibits the learner's world behavior (the small), following the steps in the scientific method of thinking to achieve results. Here, the role of the teacher is no longer Mlguena, but directive and exciting for students. This helps them investigate certain situations, or ask open-ended questions that analytically challenges the thinking, and urges them to research (Trick, 2001). Thus, an implicit definition is applied to the survey, which relies on the steps that guide the teacher. The writings of many researchers were uses, in the light of this survey, to identify the steps of the router.

The importance of organization, right thinking, and research based on the scientific method of thinking has been identified. The drafting of the previous steps was based on scientific method, and is concerned with the provision of educational material. This is so that the student can reach a resolution that solves a problem commensurate with the appropriate educational material, the development of the student, and the surrounding environment.

As for Advanced Organized Setting, the pattern of this style, American Behavioural psychologist Oozbil Ausuble realized from the description and interpretation of verbal learning a meaning in a convincing manner. Therefore, in order to increase the effectiveness of this process of information and remember them based on the meaning and experience, he linked the above information to the source of the learner's new material (Zed, 1989).

Oozbil (Ausuble, 1963) knew the major facts or colleges or general rules or theories that are related to the subject or study material. He named it Balmottagdmh. This is because these colleges or public facts are given to students at the forefront of the lesson before they learn to explain the details of the subject.

According to Sees Hamdan (1981), it is possible that organizations are general facts, outs, rules, principles, concepts, modern prophecies, Quranic verses, poetic writing, or stories which have within them details and facts that partially cover the course material. Qattawi (1996) states that the applicant organized an educational material. Scalable and summarized, that material contained more comprehensive and general educational material. It also contained phrases to be learned later, which included concepts, facts and generalizations associated with the material, where it is presented to the learner before giving educational material.

We have developed this style of learning in order to improve learning tools of Alastkabbala. This is auspicious because it was done at a time when this tool of learning was accused of learning inefficiency and when Nasser educators discovered better learning surveys and strategies (Kanani Kandari 0.1992). This was among the strongest reasons that prompted the researchers to discuss the impact of both the developed and the organized. This is a typical survey directed at the development of a higher-order thinking skills among students, for example a decision-making skill.

The following are some of the ideas endorsed by the Oozbil in this pattern as stated in Kanani Kandari (1992):

1. Applicant Organizations (preliminary): It is known to Oozbil (Ausuble) as gateway materials offered at the beginning of learning at a high level of abstraction and inclusiveness. They are key vectors of the learner in the formation of new intellectual foundations. It provides learners with a set of overlapping concepts which describe and explain the concepts of educational mission. It also facilitates their integration into the process of cognitive structure, which is effective in the transmission of the impact of learning and recalling.

2. Cognitive Structure of the Learner: It is from the standpoint of Oozbil (Ausuble) that the amount of knowledge a learner possesses on a particular topic consists of facts, concepts, issues, theories, and crude

cognitive data. These are supposed to be the most important factor in the learner's knowledge system, and to some extent, provide him with clarity and stability.

In light of the above, the researcher has collected the maximum amount of facts, information, and other issues which fit to be organized under educational materials farcical to the subject of the study. Also, to try to make the learner clearer, more articulate, more organized, and more stable. Advanced Orderly Pattern consists of three cognitive aspects. As is cited in Kanani, and Kandari (1992), they are:

1. How organized are new knowledge and information?
2. How does the brain deal with new knowledge and information?
3. How can teachers use these ideas for curriculum and learning and when can they introduce new educational materials to their students?

The importance of new knowledge and information, from the standpoint of Oozbil, is the formation of structures of knowledge and schemes mentality. When the learner uses the brain to process such knowledge and information, he uses to a large extent the methods of organization of knowledge and information. The teacher makes the learning process easier and more convenient, as information is transported to the brain in a final form, helping it to integrate them into the previous knowledge structure. Thus the formation of new knowledge enables the learner keep balance as it is used in his career and in new situations, or new situations similar to past situations, or new situations that require new information.

Information is important in decision-making as it is the last step in critical thinking. Mustafa (2002) noted that the decision-making process occurs in the life of every individual and continuously. Hence, the information available to an individual plays a key role in the scrutiny of the problem and decision-making. This is concluded on the grounds that the information determines the dimensions of the problem and contributes to the proposition of alternative solutions. The individual can choose one of them to solve the problem and then take the appropriate decision.

On learning, Oozbil states that there's a perception and production link between what is offered to students of new information processes and what has background knowledge.

This mode limits the sources of learning difficulties subjects among students. It also limits the loss of real experiences that make sense to the different elements of knowledge, as well as the lack of background occasion for learners. The absence of appropriate response makes the teacher unsure of the loss of the previous experience, resulting in cognitive disorder educated and inhibiting their ability to learn, thus forcing students to memorize. Therefore, these are the four ways of acquiring knowledge in

accordance with the pattern of Advanced Regulator as set out in Al-Farhan and biblical and Mari (1984):

1. **Meet Me Learn Meaningful Reception Learning:** This involves the provision of knowledge and information to the learner logically and in an organized hierarchy. Then, it links them to the existing knowledge that has not been organized in cognitive structure.

2. **Learn Receiving Me Astzaara Rote Reception Learning:** Here, knowledge and information is provided to the learner in its final form, and then the learner Bastzaarha.

3. **Exploratory Learning Meaningful Discovery Learning:** The learner discovers information, and then guarantees himself in a pyramid scheme in cognitive structure.

4. **Exploratory Learning Astzaara Learning Discovery Rote:** The learner discovers information for himself, and then memorizes it.

According to Oozbil, learning Alastkabbala brings with it a sense of being, which mainly happens in the classroom. And because majority of learning occurs inside the school not outside, the student cannot get ready his information, and cannot learn everything necessary in an exploration manner (Haddad, 1980).

Advanced Regulator modular and survey-oriented modern teaching styles that emphasize the role of the new information and connect them with the knowledge and prior information create structures of knowledge about a particular topic by offering a ready knowledge for the learner, as well as using scientific method in the search. This is for student's personality development, to improve it and make him a successful individual and active in the community. Also, it gives him the ability to think critically and solve problems. In 1913, Taylor (Taylor), who was famous in the administration, considered writing this book for the beginning of Management Science. Taylor considered the individual in the organization as lazy, passive, and resistant, and that there must be external forces that force him to perform, hence rendering him to make decisions. The Supreme administration is the decision-making (lavender, 2003).

It became the contributions of social, psychological and behavioral science in general to change the concept and become a science of modern management theories. Also, it look at the individual in the organization as a decision-maker and a problem solver and that the organizations are only systems designed to scrutinize the problem and make decisions (lavender, 2003).

It is that kind of thinking that is aimed at containing the analysis, (whether accurate, easy or complicated, or from any source) in order to judge the accuracy and validity of the true value, or a pattern of cognitive responsibility (Haa 0.2008, p. 59).

This study defines critical thinking as the official thinking Aasramilit that reaches a verdict. Awatakaz decision in light of the standards or specific criteria is based on self-evaluation. Furthermore, the degree of improvement in the situation, its elements, and critical thinking exercises void trauma disclosures (Almaib Aoualemhacn), ambiguity, analysis, or problem solving. On this basis, the critical thinking includes the upper levels Alad mental RCA according to Bloom analysis and synthesis and evaluation category (Gift of 0.5009 p. 535).

Because the origin of the concept of critical thinking can be traced to the days of overdrive, the Rt which means to instill rational thinking is known to guide behavior. However, in modern times, the movement for critical thinking through John Dewey's work began when he used the idea of reflective thinking and survey. In the eighties of the twentieth century philosophy began. Universities felt that philosophy must contribute to the movement of school reform and education. Then began Almarfen psychologists and educators in the construction of philosophical views on critical thinking. These psychologists and educators put them in cognitive and educational frameworks for the exploitation of their minds and their person (powdered and Abu ritual O., 2011 p. 279).

Now, psychology and education scholars are paying attention to this kind of thinking due to its implications in the learning process and its ability to solve problems. Although the interest in this kind seemed be prevalent in higher years, it is evident that it can be applied to all levels of education from pre-school until university education (Yasrh 2011.50).

The decision to consider a particular skill as part of critical thinking skills is the core of the administrative process. Furthermore, it is the basis, as more managers believe, for the most important administrative side. This was such that the decision-making process will be an ongoing process involved in all the key elements of management. Some of these elements are: planning and organization, direction, and control. Though all of these elements cannot be considered in isolation, its existence and its success is the result of the process of decision-making (corresponding to 0.2004).

As for the importance of critical thinking in the educational field, many educators believe that this skill should be one of the linchpins of education (Alinvat), as well as other thinking skills that we use and the knowledge base that supports it. In order for students to acquire such skill, educators believes that schools should allow students face the problems and sort them out. They also believe that schools must provide them with realistic real world simulations of problematic situations so they can practice critical thinking and resolution of problems. It is suggested that students should know the stages that affect the results and study them and not to

neglect any of them, so as to better choose the best alternative (Marzano et al., 2004).

Critical thinking is that kind of thinking that is aimed at containing the analysis, (whether accurate, easy or complicated, or from any source) in order to judge the accuracy and validity of the true value, or a pattern of cognitive responsibility (Haa 0.2008, p. 59).

Stages of critical thinking as classified by Watson Clasr contained in Yasrh 2011:

(A) **Identification of Assumptions:** This refers to the ability to distinguish between the degree of sincerity and specific information, lack of sincerity, the distinction between fact and opinion, and the purpose of the information given.

(B) **Interpretation:** This means the ability to identify the problem and to identify the logical interpretations and report whether the generalizations and the results based on certain information Ooger are acceptable or not.

(C) **Deduction:** This refers to the student's ability to identify some of the consequences of previous introductions or information.

(D) **Conclusion:** This refers to the student's ability to extract a result from certain facts. It also refers to his ability to perceive the health or fault of the result in the light of the given facts.

(E) **Evaluating the Arguments:** This refers to the student's ability to evaluate the idea as accepted or rejected, the distinction between primary and secondary sources, the strong and weak arguments, and sentencing over the efficiencies of information (Yasrh 0.2011 p. 34).

These stages are related to critical thinking. However, the difference between them is in the formulation, arrangement, and provision of one step on the other.

Based on the foregoing, technical and technological developments, the explosion of knowledge that the world is witnessing has impacted all areas of life. The student has become responsible for keeping in pace with these changes. More to the point, the attention of developed countries is evidently on students, including all aspects of their personality development. These countries pay attention primarily to the development of different skills within individuals, especially students. Bringing attention to analytical skills, Bacassaphm states that it helped them to identify all the problems and issues they experienced in their community. It also enabled them eventually stand on those issues and problems, evaluate them, and make a decision towards resolving them. Understanding the importance of critical thinking skills in life and in facing problems and using the latest findings of theorists and educators of new teaching styles, this study was designed to identify the typical effect of Advanced Regulator. The survey was directed at critical

thinking skills in the study of National and Civic Education in tenth grade students in Jordan as well as development.

Objectives of the Study

This study is gaining importance as maybe the first study—hsp aware Albagesh—that has tried to detect a typical Advanced organizer effect. The study has been organized to develop critical thinking skills among students in the tenth grade in the study of National and Civic Education. But few studies—hdod aware Albagesh—have dealt with Aaltvkir critical thinking skill and linked it to a typical structured fiery. However, this survey is directed to the area of curriculum where student practice for such skills. It is required by the current era in light of the volume of information, the changes accumulated, and the ability of the student to cope with these changes through the verification procedures. The importance of this study is to alert planners and curriculum developers in the Ministry of Education of the need to take advantage of these modern styles in the areas of building, planning, and developing new curricula. Also, to instruct teachers to pay attention to changing patterns and modern ways of teaching and inform them on the benefit students stand to gain from developing the ability to think at a high threshold. Also, to inform them on employment information and skills acquired in the light of the rapid changes occurring and imposed on students by the times, which requires them to solve problems and face life.

The study limits can disseminate the results of this study according to the following parameters:

1. This study is limited to a sample of tenth graders at the Directorate of the Banner of the Southern Governorate of Karak Shrine area, during the first term of the academic year 2005/2006 session.
2. Limiting the tool to measure the skill of decision-making by the two researchers.

The Study Terms

Advanced Organizer: Is a teaching style that includes a set of portal materials, which creates the goals for the students of tenth grade, and clarify and provide educational material from the Study of National Education. In different ways, it is a way to focus on new concepts, extract generalizations, and transition from public to private. It is also a method of discovery and to identify the similarities and differences and to provide additional information. An essential rule for such information and material is a high level of simplicity, abstraction, and inclusiveness. It is supposed to be found in tenth grade students by learning new information, where students work on linking the above information with new information to create a new learning concept.

The Survey Prompt: They are teaching styles that includes a range of actions and activities which are occur based on scientific method in the search. This is where cases or specific problems of the study of National and Civic Education by tenth grade students are presented. They are asked to reach a solution or collect as much information around a definition as possible. They are also asked to identify and develop verifiable hypotheses so as to reach a suitable solution. Students have the greatest responsibility for the effectiveness of the center. Notwithstanding, the responsibility of the teacher here is to provide guidance and advice for students to arrive at the right solution.

Critical Thinking Skill: Is the ability of tenth grade students to take a stand or to solve a case based on a set of criteria. They can benefit from this solution and situations that requires proficiency in their working lives. It measures the relationship between students who possess this skill and the mark they obtain in all prepared test.

Tenth Grade Students: They are school year students. They are the last ten in the basic stage of compulsory education in Jordan, who are between the ages of 16 and 17 years.

Previous Studies

Burns and Klasen (Branch, Clawson, 1975 Study) targeted the disclosure of "The Impact of Advanced Regulator in Learning Social Studies Materials." The study sample consisted of 12 experimental division of the third grade primary. He taught Burns Branec, while 20 officers of the Division taught Clausen Clawson. He studied people using the experimental pattern of Advanced Regulator, while the control group was not studied using this pattern. The experiment lasted for five weeks. An achievement test was conducted on the students before and after the study. According to the results reached for the sample size, there was no statistically significant differences at the level of significance ($\alpha > 0.05$) between the experimental group and control group in favor of the experimental group to learn social studies, which was examined using Advanced organizer.

Ahnston Lahanston (1977) targeted a comparison between the way the researcher directed his survey and the normal way to see the impact of each of them on students' achievement in the study of geography in the United States. The study sample included basic eighth-grade students. Results indicated the presence of significant differences in student achievement in the post-test, in favor of the group that studied the normal way of the survey wave.

The Haddad study (1980) was aimed at identifying the "impact of the organizer advances in learning and knowledge retention of social concepts in education alone in female students at the secondary level." The study used a

limited sample of third grade secondary literature students during the second semester of the academic year 1979/1980 in Girls Mafraq secondary school. The sample size of 138 students at the beginning of the academic year was divided into three equal groups, according to the school attainment year. The school has been teaching Zionism in the material of the Palestinian cause through advanced structured comparative, as well as the use of achievement tests. This was applied to the study of all respondents, which gave Division A: Historical introduction has nothing to do with the nature of the subject matter and is not the subject of systematic advanced. It gave Division B: Read ahead and retain, while it gave Division C: Organized ahead of a comparative discussion during the quota and link it with the rest of the course material. Therefore, the results showed a statistically significant difference between the average performance of students on the dimensional real-time test and the post-test delayed due to advanced systematic use for the benefit of the students who used the advanced organizer.

The Williams study (William, 1981) was aimed at comparing the effects of the survey procedures, the traditional way, in the collection of the second row of secondary students in the Study of History and their attitudes and their ability to think critically. The study sample consisted of 104 students, which was divided into two groups: the first is a pilot survey which studied the way, and the second officer studied the traditional way. In analyzing the results, there was a significant difference between the two groups in the achievement test of the students, in favor of the group that studied the way the survey showed differences. However, the results showed a statistically significant difference in critical thinking between the two groups, for the benefit of the group that was studied in the survey.

Held Zaid (1989) study was aimed at detecting "The impact of the use of advanced structured teaching on student achievement in history and attitudes towards it." The study sample consisted of people in third preparatory grade, in two schools for boys and girls, in the blue province, and by two divisions in each school. A number of students studied (137) one way, Advanced Regulator, while the other studied the traditional manner. The results showed a superiority pattern for Advanced Organized in high student achievement. This shows a trend that favors the groups that studied Advanced Orderly Pattern.

The Aga (1989) study was aimed at detecting Almmah thinking skills by using the method of survey on first grade secondary students in every village and city in the Geography of Jordan. The study sample was selected as a random cluster. The number of member students of the study population (100) was divided into four groups: village students and city students, and students of village and city students. The researcher used test to measure thinking skills (interpretation, analysis, synthesis). Thus, the results

showed overall feasibility of using the survey method in the development of thinking skills.

The Carried Bastaki (1992) study was aimed at identifying the effectiveness of the laboratory survey inductive method in the development of some supreme cognitive aspects in first grade secondary science students. Chosen randomly, the sample consisted of two groups. The first quasi-experimental group was composed of 66 students, while the second group was made up of 59 students. This was also an open-ended program, which allowed the use of survey methods in teaching. It also enabled students achieve the cognitive goals, with the highest levels of application, analysis, installation, and calendar, contrary to the nature of the preexisting content. To measure the effectiveness of this method, the achievement test measures the upper cognitive levels of preparation (application, analysis, installation, calendar). It was developed as a tool to measure the skill of drawing some of the unit components. The results showed no statistically significant differences between the average scores of students in achievement test and at every level of the upper levels of knowledge and skill of drawing, in favor of quasi-experimental group, which studied the way of the survey.

Mbi, and Chaney (Impey, Hchaney. 1993) study targeted helping student teachers gain educational knowledge and skills required to continue in the career development, development of decision-making skills, and teachers education programs. The study entitled "some facts used for the development of supervisory skills and teaching skills of teachers" was a regular search mode designed to develop effective ways to estimate the composition and performance of students. Video functions were used for education and evaluation through observation, analysis, and evaluation.

The Zhigan (1994) study was aimed at detecting the impact of the researcher's way of inquiry and the discovery of Kastrutacetin on the teaching of social and National Education in the development of creative thinking among basic ninth grade students in Jordan. The study sample was chosen randomly. The number of the sample study (41) in the basic ninth grade of Ibn al-Haitham school was divided into two groups. The first studied the way of discovery, and the second studied the way of creative thinking development using Torrence measure of creative thinking. The results showed a clear impact on the development of creative thinking after the test of ninth basic grade students' application study. Also, the study did not find a significant difference between the researcher's way of teaching and the test of creative thinking.

The Atta (1995) study was aimed at knowing "the impact of organizer advances in learning social concepts in basic ninth grade students." The study sample consisted of 8 basic ninth grade students of the society itself enrolled in public schools in Ajloun (male and female). The sample

was divided randomly into two groups: a group studied using Advanced Regulator, and the other taught the traditional way. An achievement test was distributed to students and the results of the Advanced Organizer outweighed the traditional way. It also showed the superiority of females to males and the lack of differences attributable to the type of social concepts.

The Qattawi (1996) study was aimed at knowing "the impact of the pattern of inductive reasoning, Advanced and Orderly, the traditional way in the collection of tenth grade students, the historical concepts, and their attitudes towards history." The study sample consisted of 6 males and 6 females. They were divided randomly into three experimental groups. The first was studied using inductive mode of thinking. The second was studied using Advanced Systematic Pattern. The third group was studied using the traditional way. An achievement test was applied to measure the trend and students' attitudes toward history. The results showed a statistically significant difference in student achievement and attitudes toward history, in favor of students who were studied using advanced modular structured and inductive thinking. Students who were studied in the traditional way had a negative attitude toward history.

This study differs from others in dealing with ex-types in that it identifies the role of knowledge, information, and previous skills on the need for a structure of knowledge for the learner. The learner follows scientific thinking in the search for decision-making skill through the study of National and Civic Education for students in tenth grade primary in Jordan's development.

There has never been a study by scientific researchers that dealt with the decision-making skill and the impact of a particular style of teaching on the development of higher mental skill in the area of curriculum.

The Study Population

The study population consisted of all students in the tenth grade in the Directorate Brigade Southern Shrine area in government schools of the province of Karak. This includes at least two divisions, during the academic year 2005/2006. 14 schools were reached, out of which 8 were co-ed schools, while 6 were all girls' schools. A total number of 918 tenth grade students were reached. 366 students were the Talibh.hsp statistical Directorate of Education Brigade South Shrine 2005 / 2006.

The Study Sample

The study sample consisted of 117 students, of which 47 students went to Husseiniya School Secondary Comprehensive Boys, and 70 went to Comprehensive School for Girls Secondary Mutah. The sample was randomly divided among two divisions, with one division being studied

using the survey-oriented style and the other being studied using Advanced organized pattern. Table 1 shows the distribution of respondents by gender (male and female students) and the type of treatment (teaching style).

Table 1. Type of transaction

Gender	survey wave	Advanced Organizer	Total
Students	15	25	47
Students	30	50	70

The distribution of respondents by gender and type of treatment

Study Tools

1. Preparation Notes: This was set up to prepare for the lessons of the unit that carried out the study procedures in line with the typical orderly advanced steps. The survey directed diary process and took note of the many references, sources, and specialized studies on every subject or pattern in the unit. After being able to determine the specific steps and pattern recognition features, memos were prepared for each of the lessons time. These memos were consistent with the survey wave pattern as well as the Advanced Regulator again. To ensure the validity of the procedures and the drafting of memoranda, it was presented to a group of specialists in the field of teaching social studies. They include three members in the Faculty in the Field of Curricula in Mutah University, three PhDs at Musharraf Practical Education in University of Mutah, master's degree holder in social studies and methods, a supervisor in the banner of the southern shrine, and a doctorate degree holder in social studies and teaching methods. After, the notes were modified based on their opinions and suggestions.

2. Achtbaraltvkir Critic: Decision-making has been reviewed in theoretical literature and previous studies on critical thinking and teaching that it is a skill every student can learn. And the beginning has been identified as a unit of democracy, to carry out the study by the actions. Therefore, it has relied on previous theoretical literature and on the implications of the unity of democracy in the study of National and Civic Education in the tenth grade of the academic year (2005/2006 m). Also, it is used to determine the most important principles of democracy, which focuses mostly on the principles of justice, tolerance, respect for the opinions of other people, sacrifice, and other principles. Furthermore, it is to construct paragraphs or multiple choice questions, containing things like: Put the problem or puzzling. This aims to identify the extent to which the student grasps one of the principles of democracy, through his choice of the right option or the right decision from among paragraph options.

Believe Testing

To investigate the test's sincerity, it was distributed to a group of arbitrators who were asked to see the paragraphs of the test and judge their

suitability for testing critical thinking skills, considering the age of the student and the safety of the language. We also asked them to make any other observations.

45 paragraphs were initially presented. However, after accepting the views of the arbitrators and their suggestions, 35 paragraphs were modified. Thus, the test has become final and honest.

Stability Testing

This is done to ensure that the test's stability has been applied in its final form to the exploratory sample from outside the study sample. This sample is formed with 75 tenth grade students in the researcher's school, Iraq Secondary School for Girls, a school Mohi Secondary Boys, and the followers of the Directorate of raising the banner of the southern shrine. The test was administered and re-administered after two weeks on the same sample. Then Pearson correlation coefficient was calculated to check the stability of the test. Thus, its score of 75% was seen as a sufficient indicator for this kind of study.

The Study Variables

Independent Variable

- Teaching style, which has two levels: Advanced Regulator and Survey Wave.

- Gender, which has two levels: Male Students and Female Students.

Dependent Variable:

- Has one level, which is the skill of critical thinking.

Statistical Treatments

It used a range of statistical treatments, namely:

- Pearson correlation coefficient, which calculated the stability of the test using a testing and re-testing strategy.

It calculated averages and standard deviations for the performance of students in study groups in the pre-test and post-test for the purpose of making comparisons.

- Two-way analysis of variance (2x2) (Two-way ANOVA), which identified the statistical significance of the differences between the averages of the overall performance of the pre-test and post-test for members of the study sample groups. This was done so as to monitor the impact of both the teaching and gender pattern and the interaction between teaching and gender pattern.

Results

After ensuring the equality of the groups, Also descriptive statistics were calculated for the overall performance of the test for students in the two

groups of the study as shown in Table 2. Averages and standard deviations for these groups were also calculated.

Gender-style teaching	arithmetic mean	standard deviation	number
Advanced students Regulator	19.3	8.958	23
Wave survey	18.2	9.038	17
The sample as a whole	18.01	8.930	40
Advanced students Regulator	21.2	6.584	29
Wave survey	23.78	9.313	31
The sample as a whole	22.8	8.010	80
The sample as a whole orderly Advanced	21	7.542	40
Wave survey	22.34	9.612	80
The sample as a whole	20.93	8.583	120

As shown in Table 2, the average overall performance of members of the group who have studied Advanced Systematic Pattern was 21 and has a standard deviation of 7.542. The arithmetic average of the students who have studied this pattern was 19.3 with a standard deviation of 8.958. The arithmetic average of students who have studied this pattern was 21.2 with a standard deviation of 6.584. Consequently, this is less than the average overall performance of members of the group who have studied the survey directed adult pattern (22.34) with a standard deviation of 9.612. This account (0.906) is in favor of groups that studied the survey directed adult pattern, reaching male students (18.2) and female students (23.78). This shows that the arithmetic mean of the groups studied using pattern-oriented survey was higher than the averages for groups that were studied using Advanced Orderly Pattern. It also shows that the average student score was higher than the average student mark. The standard deviations are close to the groups. Table 3 shows the results of a two-way analysis of variance (Two-way ANOVA (2x2)) on the post-test results to detect the possibility of a statistically significant difference at a level of significance of $\alpha > 0.05$ between the averages of the students on the post-test due to social interaction or teaching style and gender.

Table 3. The results of two-way analysis of variance (2 x2) Two-way ANOVA results for students

Source contrast	sum of squares	average degree of significance	of freedom in the	level of	
Teaching style	22,023	1	22,023	0,388	0,545
Gender	411,401	1	411,401	7,554	0,008
Style of teaching gender	9060262	1	9060262	1.850	0.170
Error	6138.890	16	54.326		
Total			6670.835	119	

Resulting Questions Related to the Study

The First Question: What is the effect of teaching Bnmti Advanced Systematic Survey Wave and Skill in critical thinking on tenth grade students in the study of National and Civic Education development?

Illustrated by the results shown in Table 3, it is obvious that there are no statistically significant differences at a level of significance of $\alpha > 0.05$ between the mean signs of study groups to test the decision-making ability in the study of National and Civic Education due to the style of teaching (Advanced Organizer survey wave). This is because the level of significance (.545) is greater than 0.05.

Second Question: What is the impact of gender on critical thinking skills in tenth grade students in the study of National and Civic Education development?

Results from the second question reveal a statistically significant difference at a level of significance of $\alpha > 0.05$ in critical thinking skills. This is attributable to social class, where the significance level development (0.007 less than 0.05) and knowledge for the benefit of these differences have been generated from median calculations for both genders on the post-test. Table 4 shows this.

Table (4) Circles calculations for both genders (students)

		The post-test.	
Mean	number type	standard deviation	
Students	18.01	40	8.930
students in 21		80	8.010
The sample as a whole	20.581	120	8.583

Table 4 above clearly shows the differences in favor of females, where the arithmetic mean value of their performance is greater.

Third Question: What is the effect of the interaction between teaching Bnmti organized and advanced survey wave and gender to decision-making skill development in tenth grade students in the study of National and Civic Education?

Table 4 shows that there were no statistically significant differences at a level of significance of $\alpha > 0.05$ between the averages of students of the study groups and the decision-making test due to the interaction between teaching style and gender. This is because the significance level of the interaction between teaching style and gender is 0176, which is greater than 0.05.

Discussion of Results

This part of the study will discuss the results that have been obtained and revealed in previous sections of this chapter of the study. Here, the results will be analyzed and discussed as follows:

Discussion of the Results of Question One: The results of the two-way analysis of variance (Two-way ANOVA (2x2)) tested the decision-dimension taken for students in tenth grade, which have been clarified in the Table 3. According to the teaching pattern variable (orderly and advanced BI prompt) and all the members of the study groups, there are no statistically significant differences at a level of significance of $\alpha > 0.05$ in critical thinking skill due to the pattern of teaching development (Advanced organized and directed the survey). This result can be attributed to the following:

1. Each of the information structures of knowledge available to the students is based on scientific method or the so-called steps of scientific method. In the research, it has a significant impact on the development of skills and brainpower graduate like critical thinking. Furthermore, it increases self-esteem and toughness in the face of challenges and in all contemporary life problems and complexities.

2. It may have motivated the student to learn new teaching style not used before during their National and Civic Education classes. This, along with all other methods of social studies, impacts competition on study groups, which generally accepts, all social and National studies materials and the normal teaching style.

3. For both types, Kahtwae Advanced orderly development advantages helped critical thinking skills among students. For example, the general and abstract and comprehensive information served to enrich the educational material. This is, of course, in addition to its role in the connectivity, containment, and activation of the working memory by comparison and governance processes. Also, it generates new ideas, giving the student the ability to represent concepts and facts and increase their ability to use what they have learned in real life situations and make decisions in these situations. Pattern survey is directed at some mental processes, such as collecting information, interpretation, analysis, forecasting the sequence in their submission, and drawing conclusions. All of these advantages to both types of teaching staff voided differences between them in this regard.

Discussion of the Results of Question Two: The results of the two-way analysis of variance (Two-way ANOVA (2x2)) tested the decision-dimension taken for students in tenth grade in the study of National and Civic Education, which have been clarified in the Table 3. According to the gender variable, there is a statistically significant difference at a level of significance of $\alpha > 0.05$ in decision-making skills. This is attributed to gender in favor of the development of the students. It may also be due to the following reason:

Social factors that requires students to display same favor in Tserfathn. They are conscious of the fact that any wrong action could be

socially offensive. Hence, any behavior or decision must be thoughtful and based on correct and acceptable social grounds. Using the available source of information, they realize many alternatives and try to compare them so as to choose the most appropriate alternative. Unlike students who see themselves as men and have to prove that their actions, sometimes in front of their colleagues. They perceive that any false Atakdhuh behavior is characterized by force and must not be judged. This is what the researcher has observed while monitoring the application process. This is consistent with the interpretation of the researchers and is implicitly indicated by Gilligan (Gilligan) and contained in Abu Ghazal (2006) that differences between the sexes of this age stems from the way each views his relations with the others. Students perceive themselves as independent, but Vidrickn students see themselves through their relationships with others.

Discussion of the Results of the Third Question: The two-way analysis of variance (Two-way ANOVA results (2x2)) tested critical thinking dimensions and is shown in Table 3. From the study groups above, according to variable teaching with the gender of the student pattern of interaction, there were no statistically significant differences at a level of significance of $\alpha > 0.05$ in the development of critical thinking skill in tenth grade students in the study of National and Civic Education. Researchers attribute the reason for this as shown below.

Both types of teaching staff is consistent for students and Ajzba, and the attention of all of them to a certain level. In addition to the equal opportunities provided to both social types in this study, they were also subjected to the same variables and circumstances that served the study. Also both types of teaching staff employed in this study spurred the development of critical thinking skill among students regardless of their gender. As shown in many of the previous studies, the results clearly demonstrate the effectiveness of Advanced Regulator and the survey in teaching students, improving their achievement and attitudes towards the subject matter (Zaid, 1989 and Williams, 1981), and increasing their thinking ability (Zhigan, 1994 and Bastaki, 1992).

Recommendations

Based on the results of the study, the researchers recommend the following:

1. Hold training courses for teachers so as to develop the preparation of memorandums of materials they are studying. Also, so they can use the latest information and tools in the educational field relating to modern methods of teaching and different theoretical foundations that are based upon Cnamti Advanced organizer. This should include those based on the theoretical basis

of cognitive-directed survey, which is based on the theoretical basis of behavioral psychology.

2. The curriculum should include questions that evaluate the highest levels of relationship between problem solving and critical thinking.

3. Accompanying textbooks and manuals must be more clear and comprehensive. Explanation of patterns, models, methods, and techniques of modern teaching should be backed by currently available evidence.

4. People interested in this field of curriculum must focus on the skill of decision-making and an expansion of view. They must work to provide lengthy explanations and give more detailed attention to the process of acquiring this skill and how to impart it to students.

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