

The Extent to which teachers of history practise critical thinking skills at the Secondary stage

(A Field study in the public school in Damascus)

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Abstract

This research aims at identifying the Extent to which secondary stage history teachers practise critical thinking skills (of the combined skills and each single skill) as perceived by themselves, and through classroom observation. Moreover, the research aims at identifying the relationship between the questionnaire results and observation cards results (of the combined skills and each single skill).

The research sample was (60) male and female teachers of secondary stage history teachers at Damascus city, comprising (63.82%) of its population.

The researcher developed a list of critical thinking skills that was needed by teachers of history at the secondary stage. A questionnaire that included five major fields that included history teacher practices related to fifth major skills of critical thinking (interpretation, deducting, inducting, analysis, evaluation) was designed, An observation card included the same items of the questionnaire.

The results of research showed the following:

- According to the perceptions of history teachers, the degree of practising critical thinking skills, is medium in the combined skills, high in each of the interpretation and deducting skills, medium in each of the inducting and analysis skills, and low in the evaluation skill.
- The degree of history teacher practice of critical thinking skills through the classroom observation is low in the combined skills, medium in each interpretation, deducting and inducting ones, and low in each analysis and evaluation skills.
- There is statistical significant relationship between the degree of history teachers practice of combined skills and in each interpretation, deducting and inducting through classroom observation and teachers, perspectives.
- There is no statistical significant relationship between the degree of history teachers practice of each analysis and evaluation skill through classroom observation as perceived by themselves