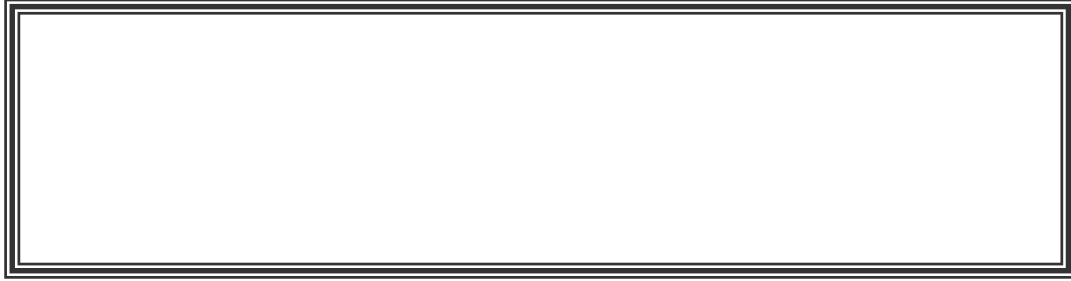


جامعة الجزائر
كلية العلوم الإنسانية و الاجتماعية
قسم علم النفس و علوم التربية و الأطفونيا



دراسة ميدانية على تلاميذ بعض الثانويات بولاية البليدة

مذكرة لنيل شهادة الماجستير في علوم التربية

إشراف:
أ.د. دوقة أحمد

إعداد:
بن يوسف أمال

السنة الجامعية : 2007 - 2008

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4- التنبيه أو الاستثارة الفسيولوجية : أما فيما يخص هذه الأخيرة فان لها أيضا تأثير على بناء ثقة الطفل بذاته وبقدراته على أداء و انجاز المهمات فإن إثارة حالة القلق مثلا

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| 04 | 14,3,21,31 | |
| 04 | 18,20,36,30 | |
| 04 | 16,44,07,42 | |
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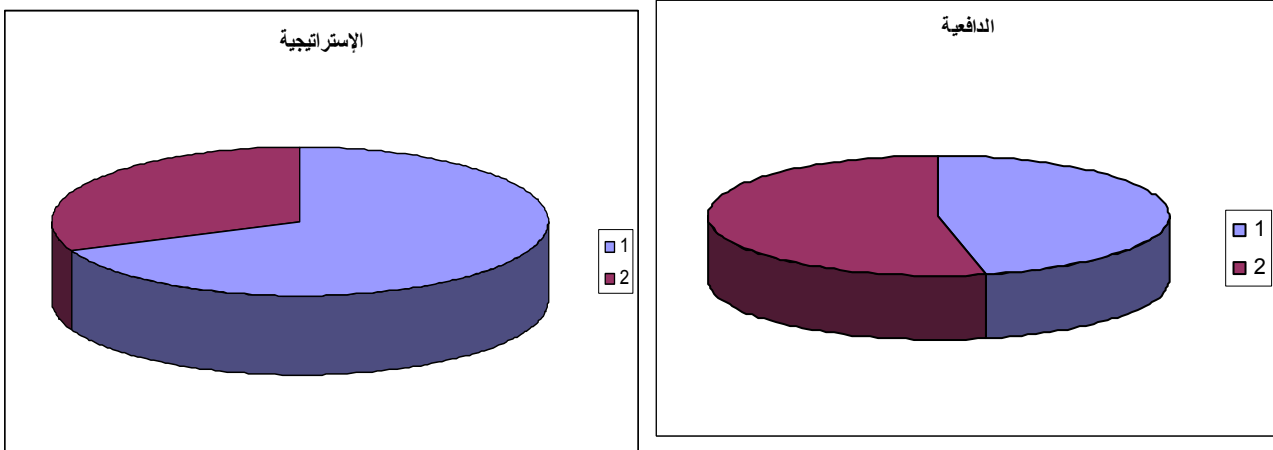
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| النسبة % | الدرجة | الفئات | |
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| 46.67% | 127 | 1 | |
| 53.33% | 128 | 2 | |
| 68.67% | 154 | 1 | |
| 31.33% | 155 | 2 | |
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| | .%31.33 | |



الشكل رقم (02) يوضح النسب المئوية لمتغيرات الدراسة ونسبة تمثيل كل فئة

الجدول رقم (11): جدول يوضح توزيع درجات استراتيجيات التعلم في العينة الأساسية.

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| 1.3% | 02 | 110-100 |
| 06% | 09 | 121-111 |
| 19.3% | 29 | 132-122 |
| 20.7% | 31 | 143-133 |
| 21.3% | 32 | 154-144 |
| 16% | 24 | 165-155 |
| 06% | 09 | 176-166 |
| 6.7% | 10 | 187-177 |
| 2.7% | 04 | 198-188 |
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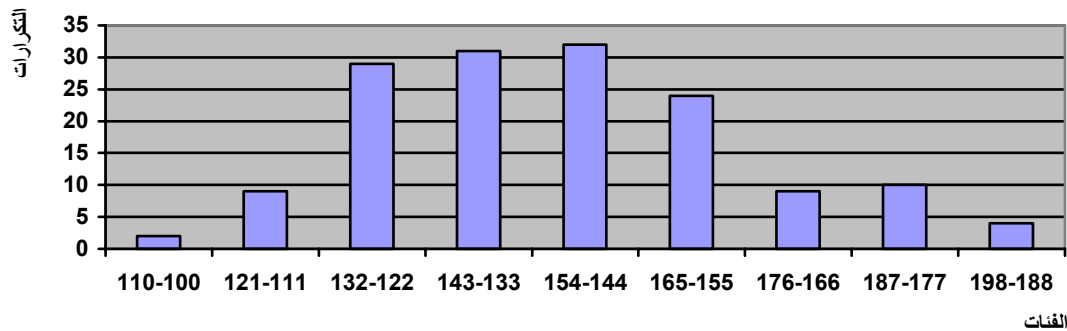
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الشكل رقم (03) تمثيل المدرج التكراري لفئات الإستراتيجية

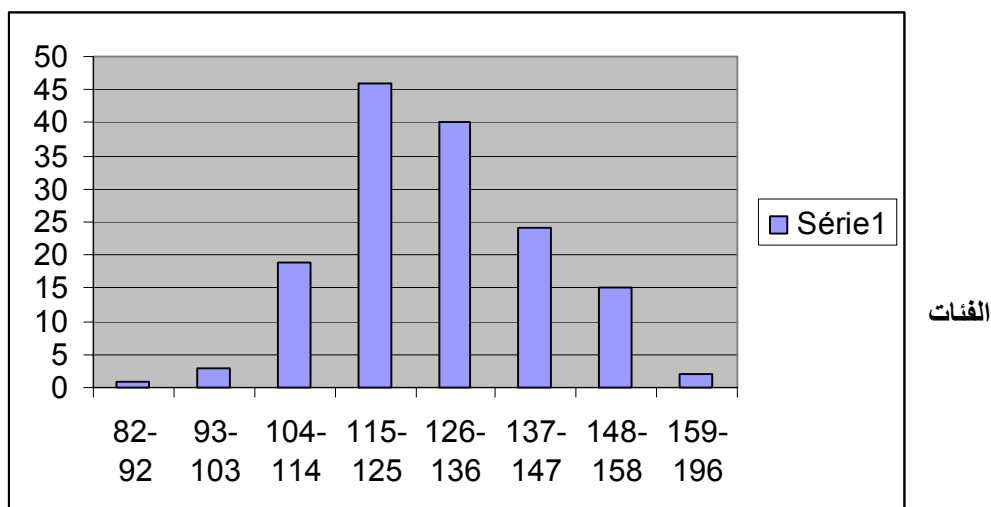
الجدول رقم(12) : جدول يوضح التوزيع التكراري والنسب المئوية لدرجة أفراد العينة في مقياس الدافعية للتعلم .

| النسبة % | التكرار | فئات مقياس الدافعية |
|----------|---------|---------------------|
| %0.7 | 01 | 92-82 |
| %02 | 03 | 103-93 |
| %12.7 | 19 | 114-104 |
| %30.7 | 46 | 125-115 |
| %26.7 | 40 | 136-126 |
| %16 | 24 | 147-137 |
| %10 | 15 | 158-148 |
| %1.3 | 02 | 196-159 |
| %100 | 150 | |

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125-150 46 %30.7
% 0.7
التكرار 92-82



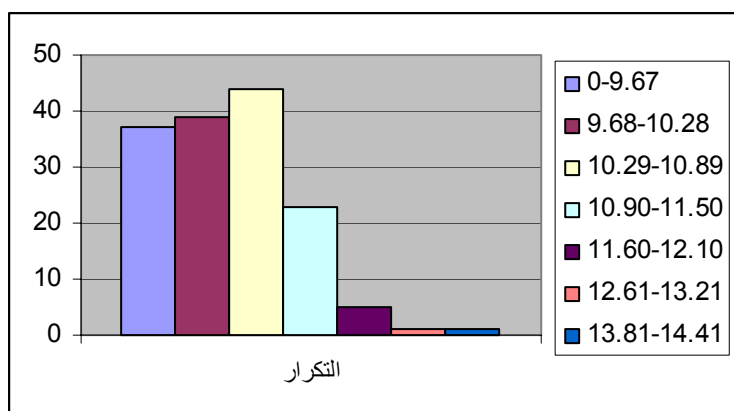
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| النسبة % | التكرار | فئات التحصيل الدراسي |
|----------|---------|----------------------|
| 24.7 % | 37 | 9.67-0 |
| 26 % | 39 | 10.28-9.68 |
| 29.3 % | 44 | 10.89-10.29 |
| 15.3 % | 23 | 11.50-10.90 |
| 3.3 % | 05 | 12.10-11.60 |
| 0.7 % | 01 | 13.21-12.61 |
| 0.7 % | 01 | 14.41-13.81 |
| 100 % | 150 | |

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44 %29.3 07
10.89-10.29
% 0.7
. 14.41-13.81 13.21-12.61



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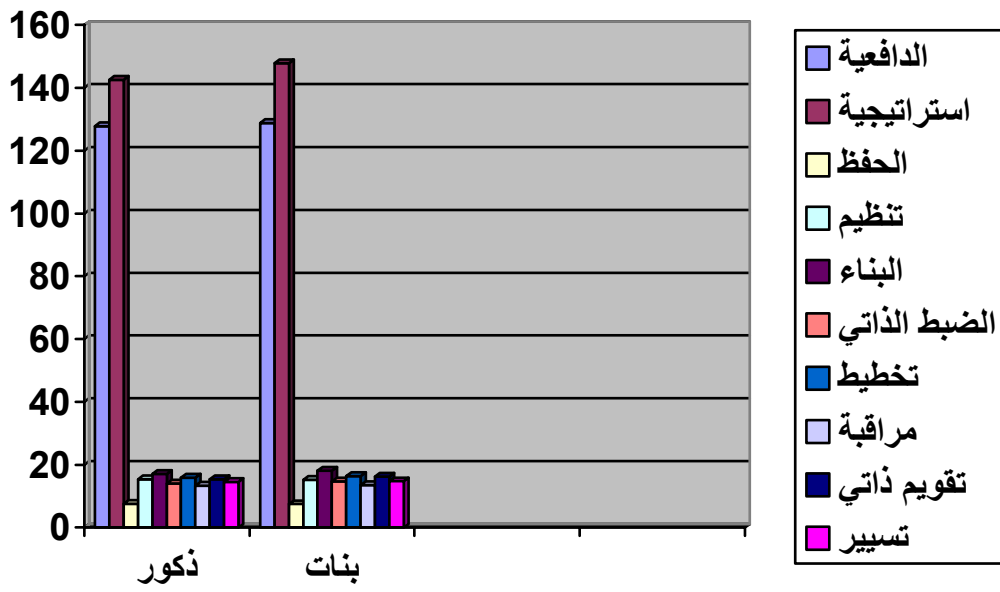
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|------------------------------|-------|--------|--------------------|----------------------|----------|----------------------------------|
| غير دال عند $0.05=\alpha$ | 18.86 | -0.39 | 12.9742 14.7438 | 127.8333 128.7708 | 54 96 | الدافعية - ذكور - إناث |
| غير دال عند $0.05=\alpha$ | | -1.620 | 17.8126 19.4736 | 142.6481 147.8542 | 54 96 | إ - ذكور - إناث |
| غير دال عند $0.05=\alpha$ | | -0.442 | 1.7622 2.1225 | 7.6296 7.4792 | 54 96 | الحفظ - ذكور - إناث |
| غير دال عند $0.05=\alpha$ | | -0.056 | 3.3014 3.6381 | 15.3148 15.2813 | 54 96 | تنظيم - ذكور - إناث |
| غير دال عند $0.05=\alpha$ | | 1.660- | 3.8445 3.3196 | 17.1111 18.1042 | 54 96 | البناء - ذكور - إناث |
| غير دال عند $0.05=\alpha$ | | 1.462- | 2.8044 3.0210 | 13.9444 14.6771 | 54 96 | الضبط الذاتي - ذكور - إناث |
| غير دال عند $0.05=\alpha$ | | 0.685- | 3.7920 4.0670 | 15.8704 16.3333 | 54 96 | - ذكور - إناث |
| غير دال عند $0.05=\alpha$ | | 0.237- | 3.1700 3.2314 | 13.3704 13.5000 | 54 96 | مراقبة - ذكور - إناث |
| غير دال عند $0.05=\alpha$ | | 0.592- | 2.9036 9.6565 | 15.3889 16.1875 | 54 96 | تقويم ذاتي - ذكور - إناث |
| غير دال عند $0.05=\alpha$ | | -0.528 | 2.7862 2.6841 | 14.5370 14.7813 | 54 96 | تسيير - ذكور - إناث |

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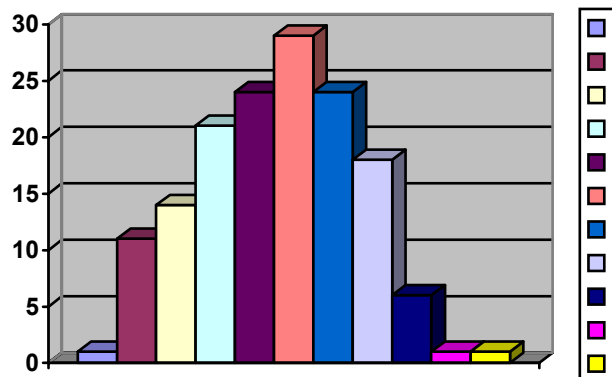
| النسبة % | التكرار | الدرجة |
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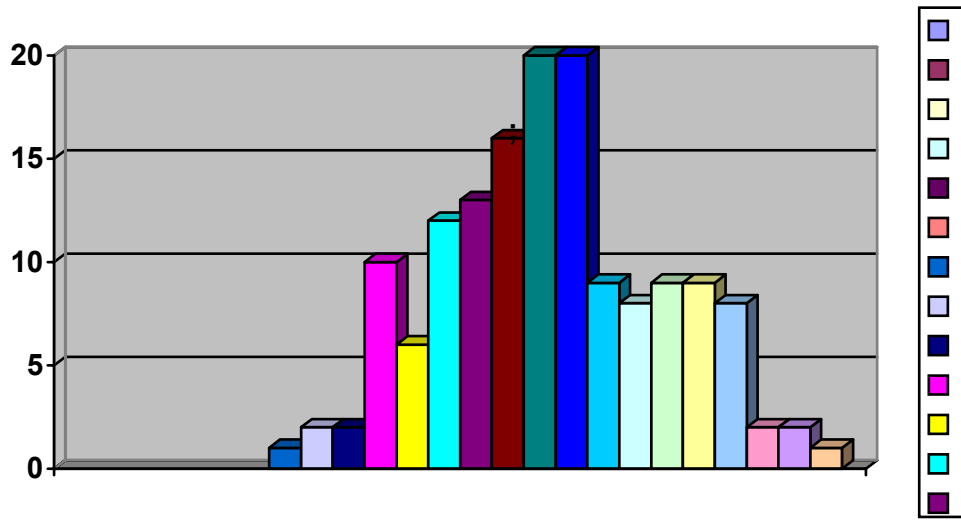
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| %1.3 | 02 | 09 |
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| %8.7 | 13 | 13 |
| %10.7 | 16 | 14 |
| %13.3 | 20 | 15 |
| %13.3 | 20 | 16 |
| %06 | 09 | 17 |
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| %04.7 | 07 | 16 |
| %10 | 15 | 17 |
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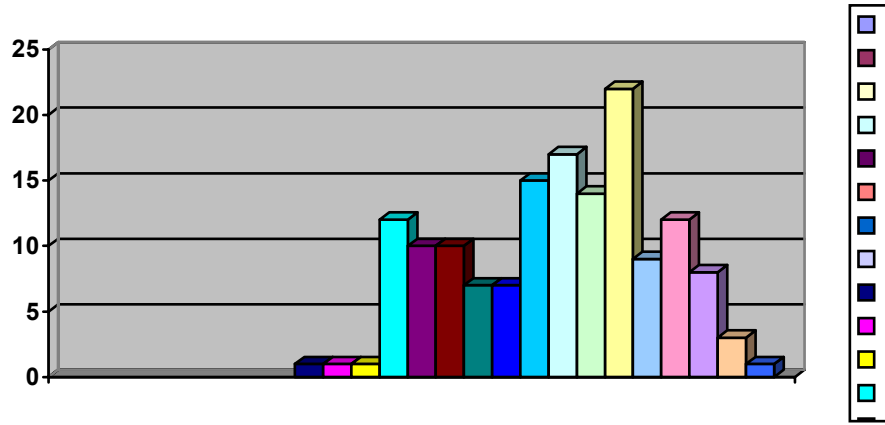
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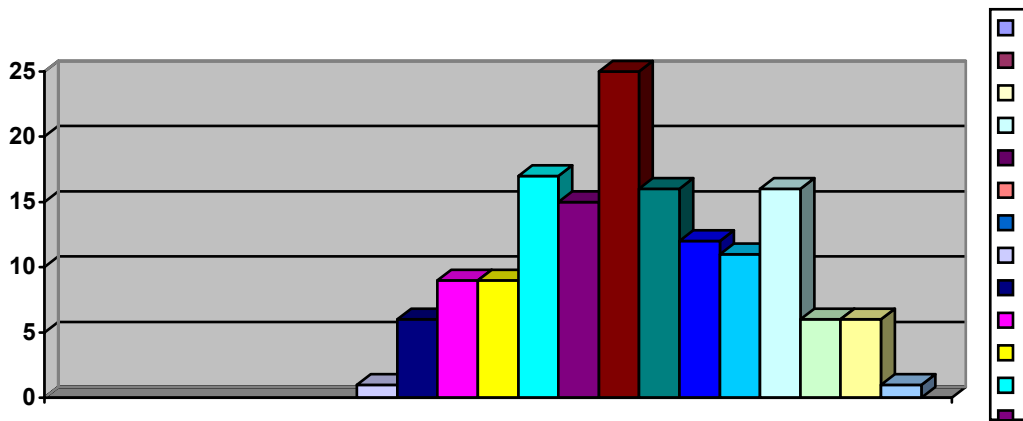
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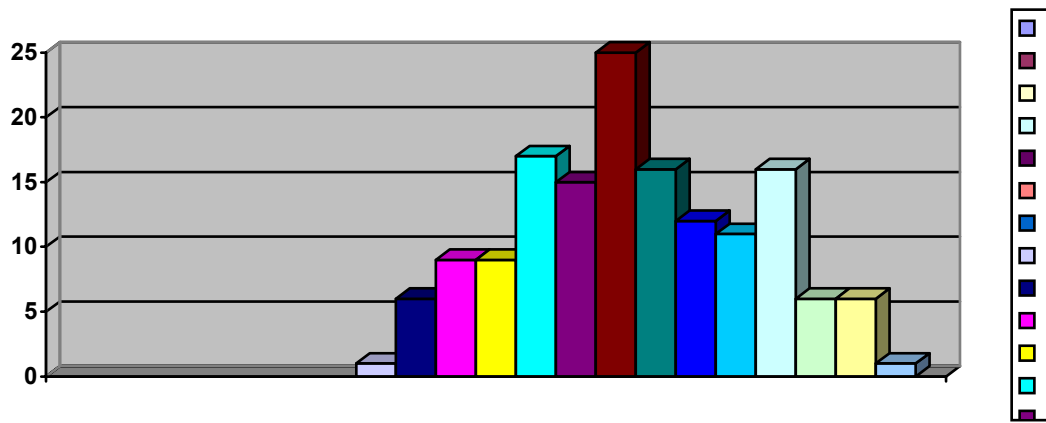
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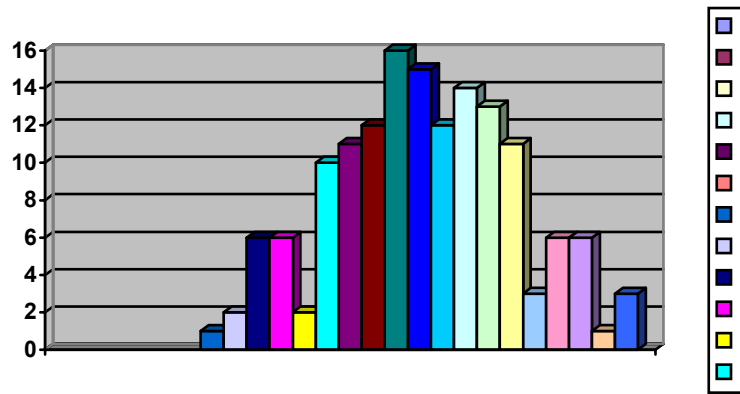
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| %12.7 | 19 | 14 |
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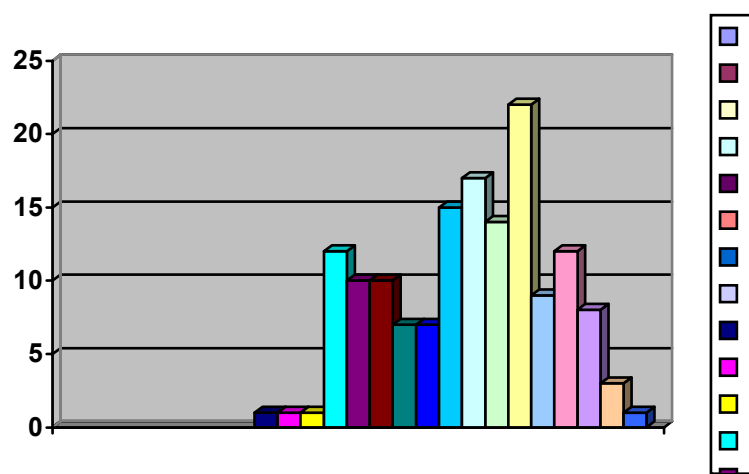
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| %0.7 | 01 | 09 |
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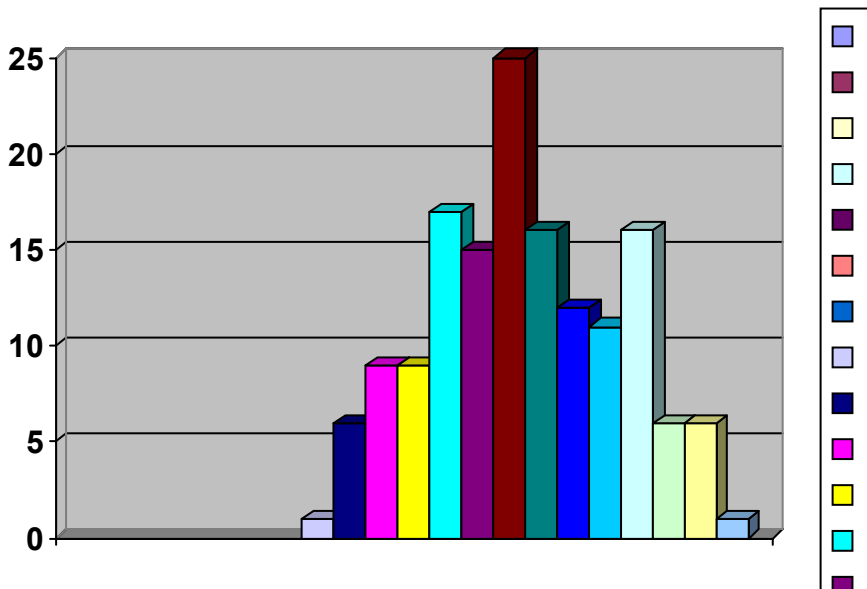
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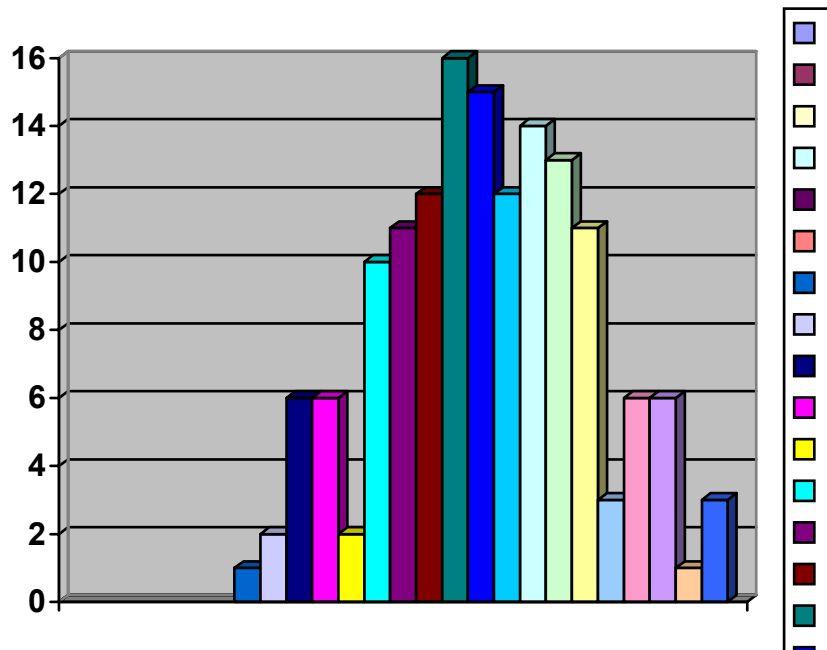
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| 03.5094 | 15.2933 | 24 | 07 | 150 | |
| 03.5373 | 17.7467 | 25 | 09 | 150 | |
| 02.9565 | 14.4133 | 21 | 08 | 150 | |
| 03.9636 | 16.1667 | 25 | 07 | 150 | |
| 03.1994 | 13.4533 | 20 | 05 | 150 | |
| 07.6121 | 15.9000 | 106 | 06 | 150 | |
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| 0.056- | 1.896 | 0.171 | |
| 1.660- | 2.015 | 0.158 | |
| 1.462 | 0.466 | 0.496 | |
| 0.685 | 0.672 | 0.414- | |
| 0.237 | 0.611 | 0.436 | |
| 0.592 | 0.528 | 0.469 | |
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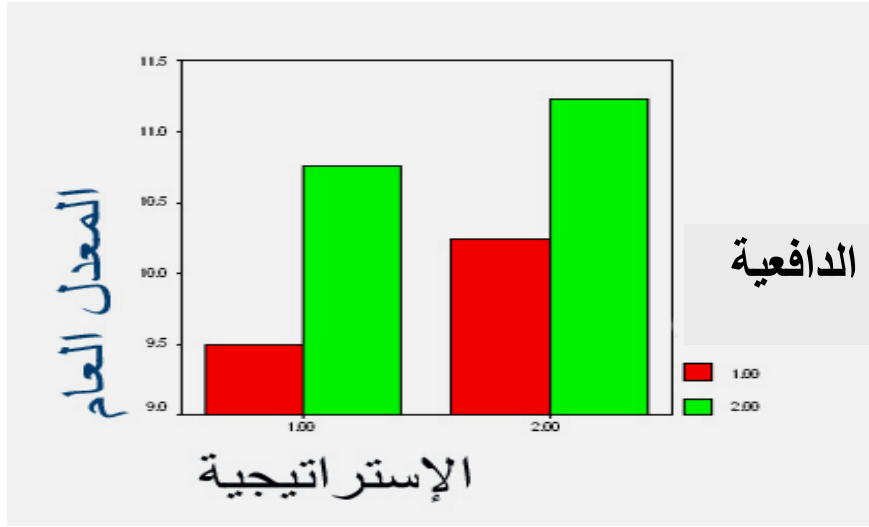
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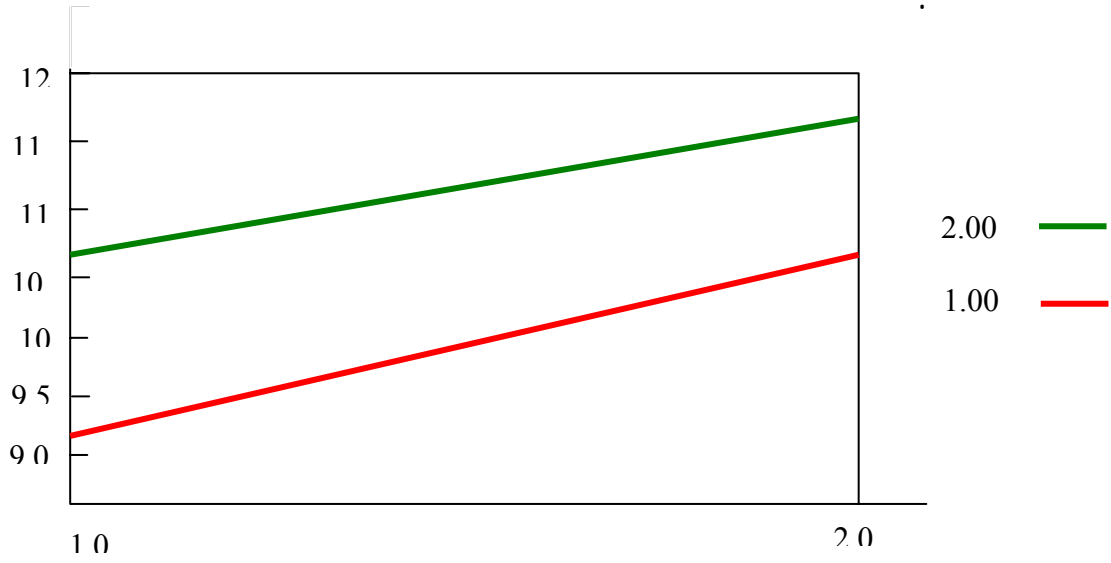
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الشكل (17)



الشكل رقم (18): رسم بياني يوضح أداء التلاميذ حسب مستوى الدافعية والإستراتيجيات

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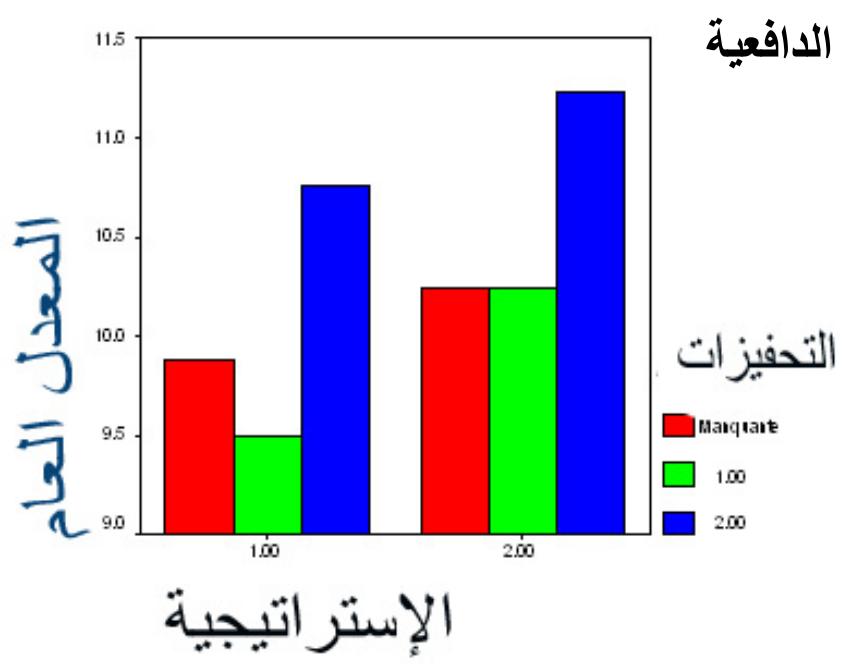
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