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دراسة لإثراء مقررات العلوم للمرحلة الأساسية الدنيا بالمخططات المفاهيمية

إعداد الطالب

إشراف

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**رسالة مقدمة من كلية التربية بالجامعة الإسلامية - غزة
استكمالاً لمتطلبات الحصول على درجة الماجستير**

2007م-1428هـ

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

"أَلَا بِذِكْرِ اللّٰهِ تَطْمَئِنُّ الْقُلُوبُ"

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الفصل الأول

(مشكلة الدراسة وخلفيتها)

مقدمة

مشكلة الدراسة

أهمية الدراسة

أهداف الدراسة

مصطلحات الدراسة

حدود الدراسة

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(164:2004)

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.(Beinssner, 1992,P3164)

Novak, j.& Gowwin, D.)

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(Schmid \$ Telaro 1990:79).

(51:2002)

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- Education Faculty

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(Alberdo j.Canac & others,2003:1)

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(Alberdo j.Canas ,2003:1) -6

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(98:1997) -8

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(Novak & Gowin)

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.(Wandrsee, 1995 : 928)

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(Sharma,1998:659)

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(Shuzo,2004:30)

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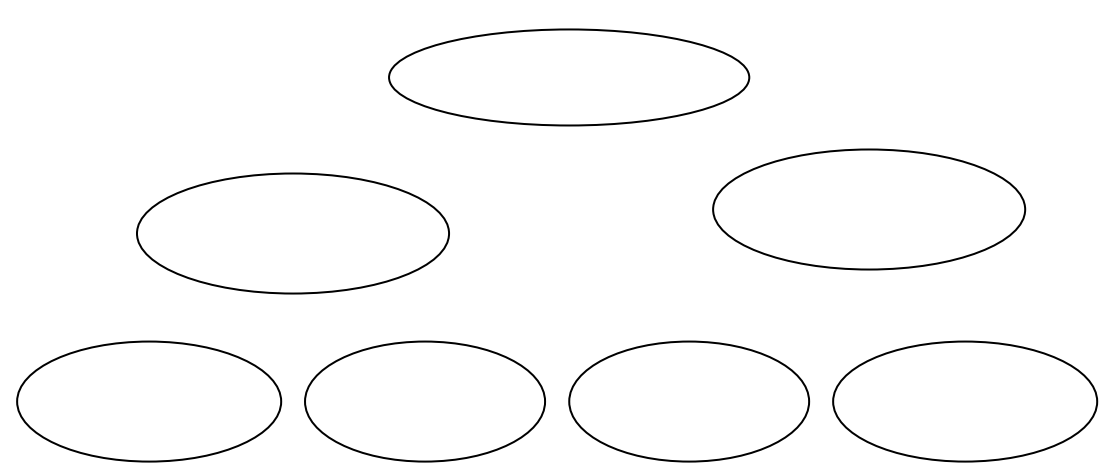
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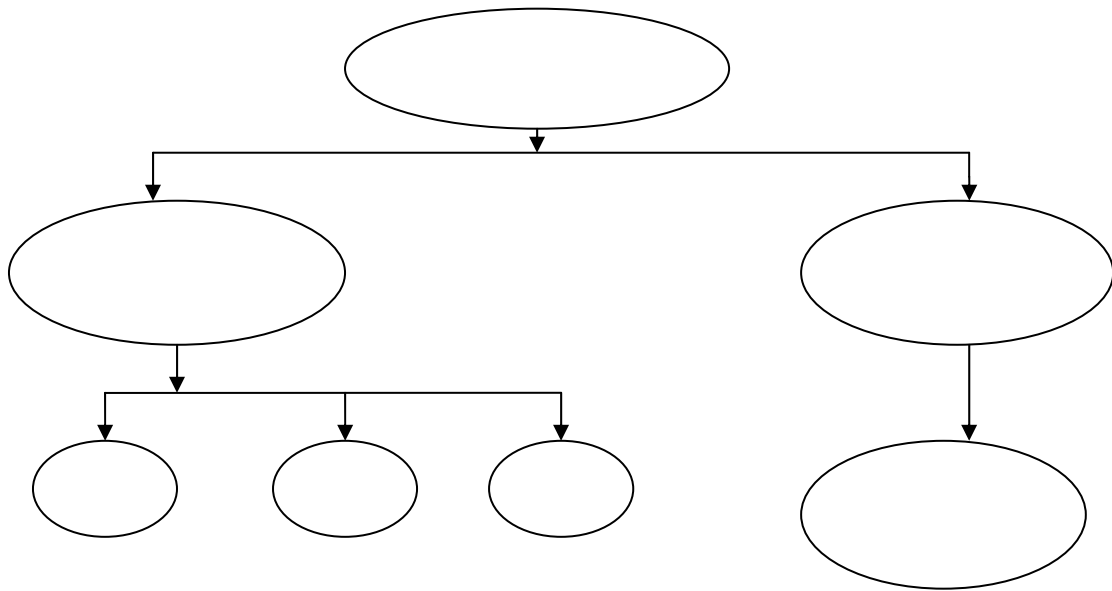
:(Concept only map) -1



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:(Link only map)

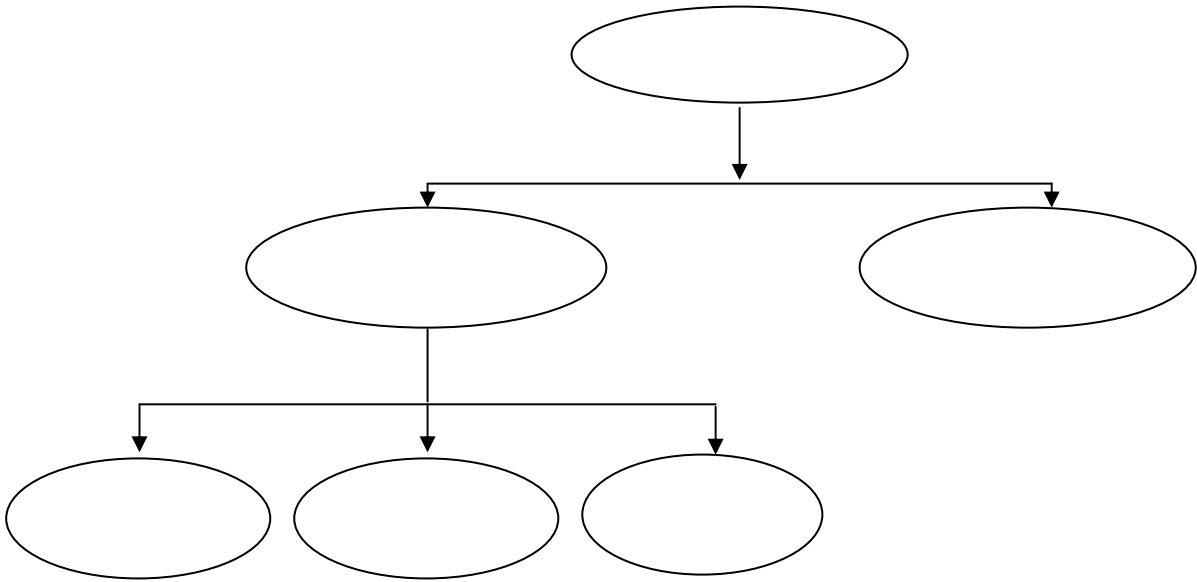
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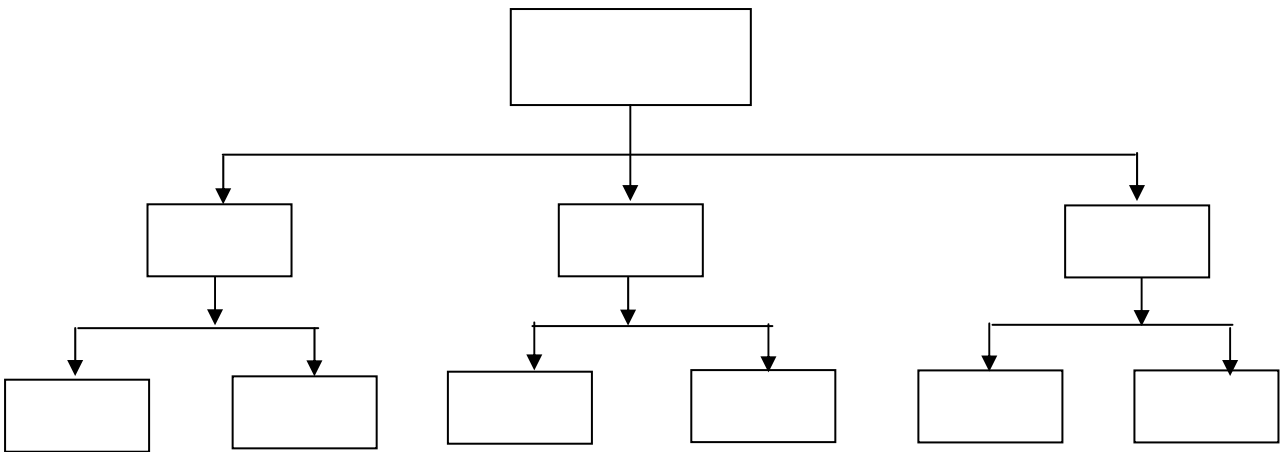
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:(Free range map)

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:(Hierarchical concept map)

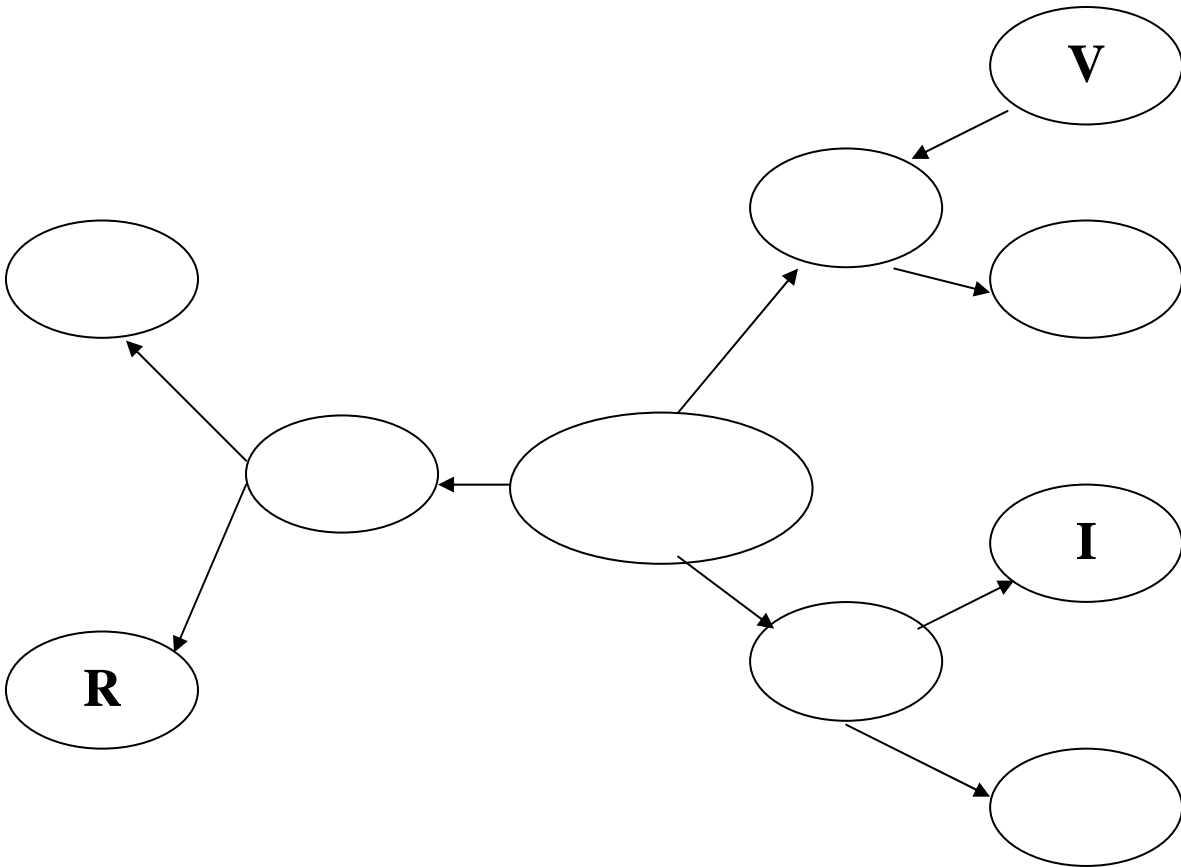
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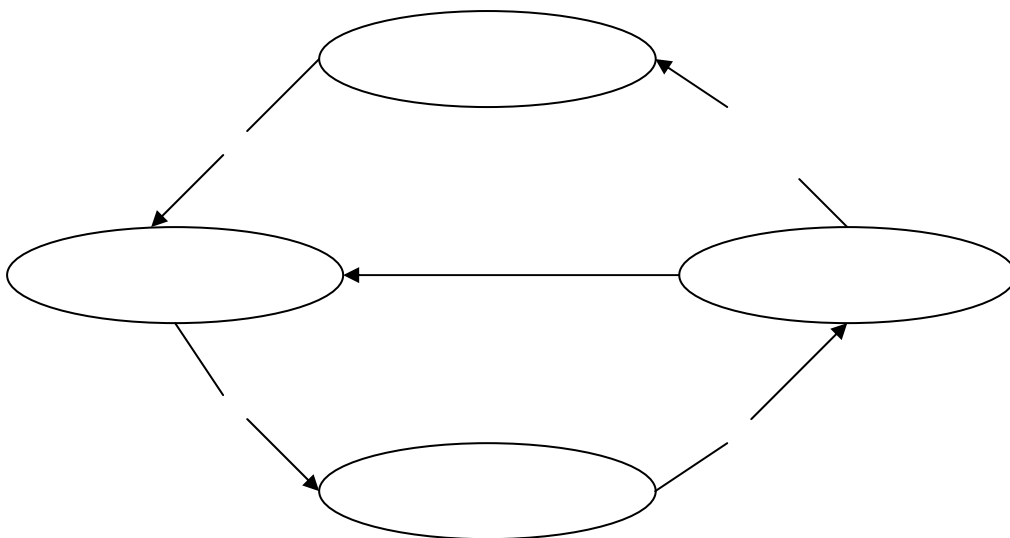


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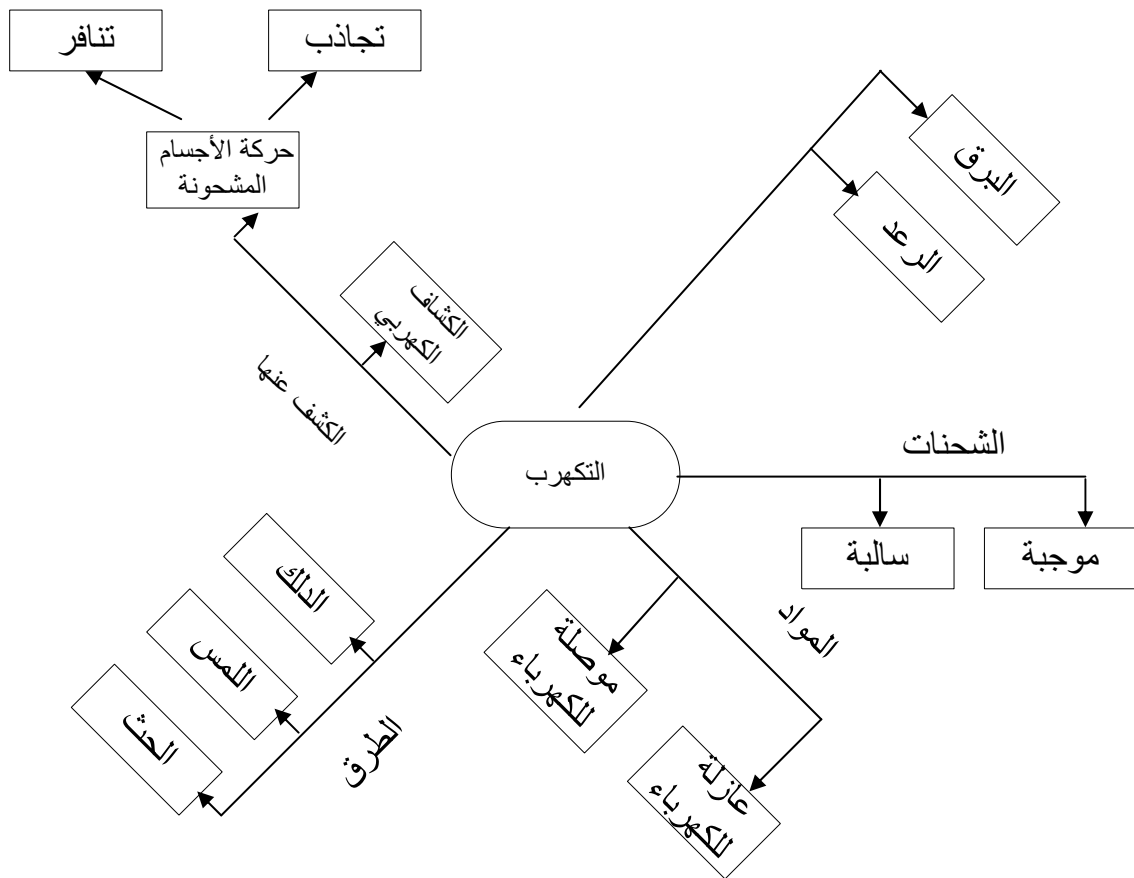
:(Chain concept map)

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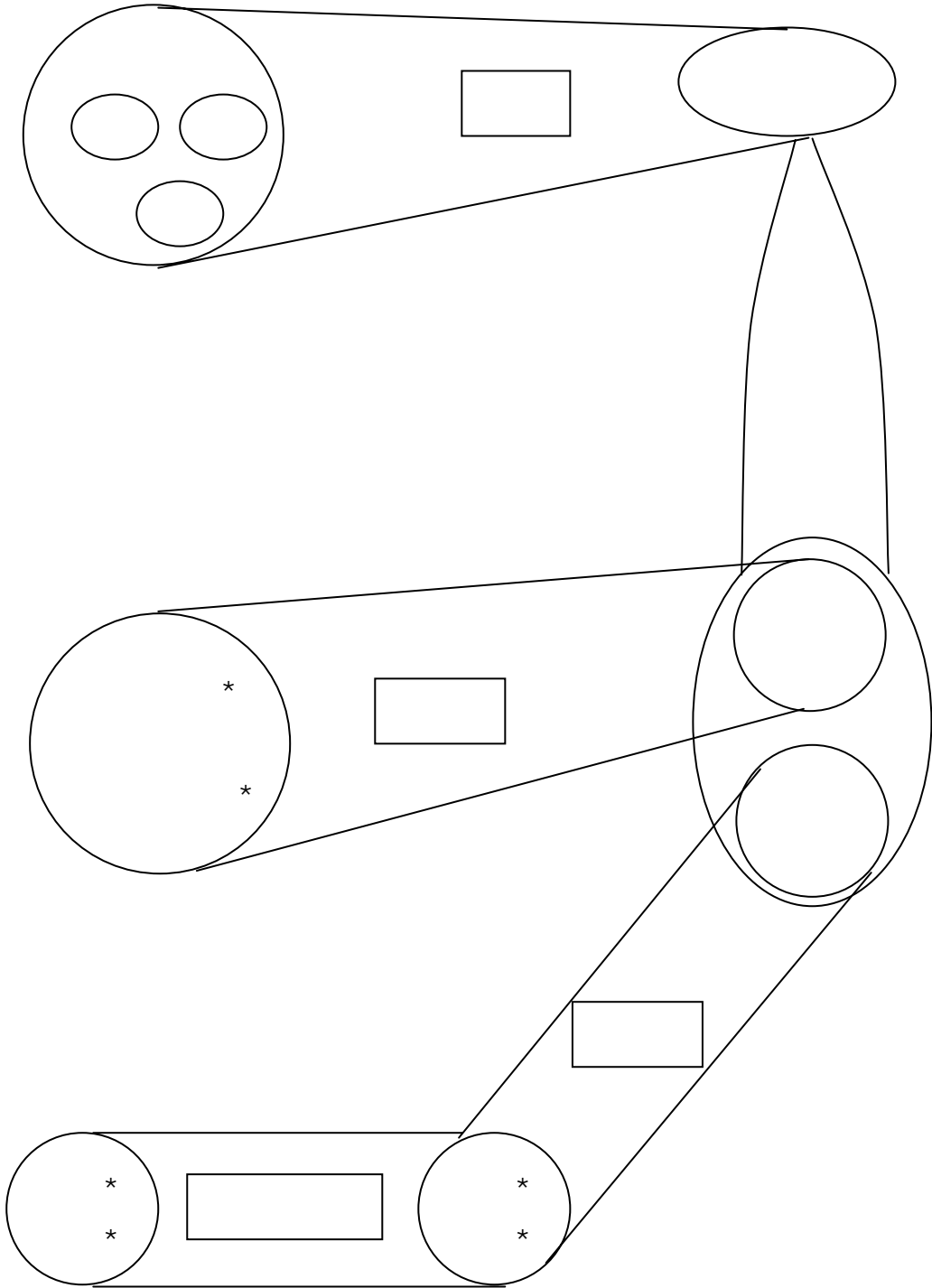


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(Odom,2001:60) (80:2001)

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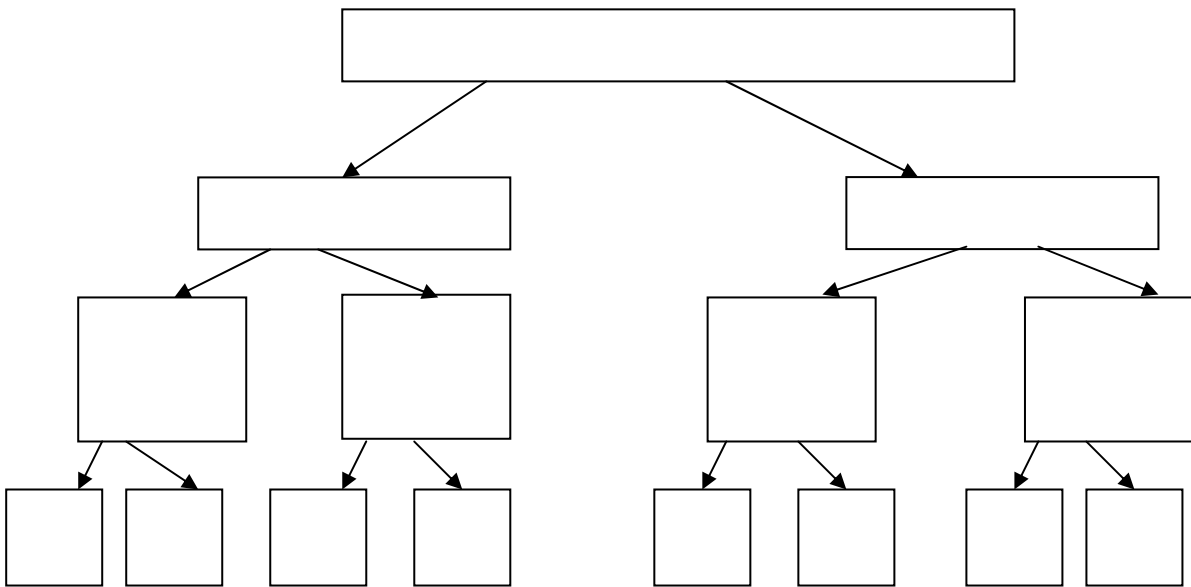
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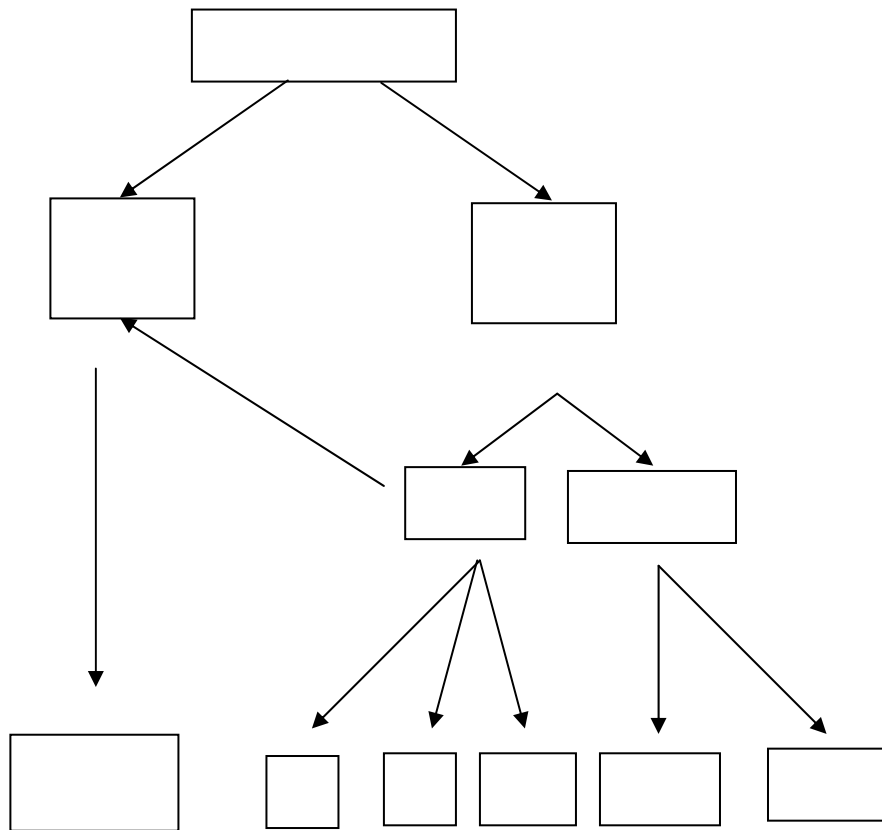
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الفصل الثالث

الدراسات السابقة

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-(Willerman & harj, 1992)

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(Holisti,1969,p141)

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86.6	26		.9
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86.6	26		.17
73.3	22		.18
96.6	29		.19
70	21		.20
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86.6	26		.21
3.3	1		.22
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(.....) / /

الغرض من المخطط المفاهيمي		موقع المخطط المفاهيمي			شكل المخطط المفاهيمي	متوافر بدرجة		قائمة المعايير
تقويم الدرس	توضيح الدرس	نهاية الدرس	أثناء الدرس	بداية الدرس		غير متوافر	متوافر	
								أولاً المعرفة المفاهيمية:
								للموضوع - تتضمن المفاهيم الأساسية 1
								- مناسبة المفاهيم للموضوع 2
								ثانياً أنواع المفاهيم المنهجية المستخدمة:
								- بسيطة
								- علانية
								- تصنيفية
								- عملية (إجرائية)
								ثالثاً التنظيم والتتابع في الخريطة:
								- مراعاة التسلسل الهرمي
								- تدرج مستويات الخريطة المفاهيمية
								الاستمرارية:
								- العلاقات الارتباطية السهمية
								- العلاقات الأفقية
								- العلاقات الرأسية
								- وجود كلمات الربط

(2)

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(4)

(5)

(6)

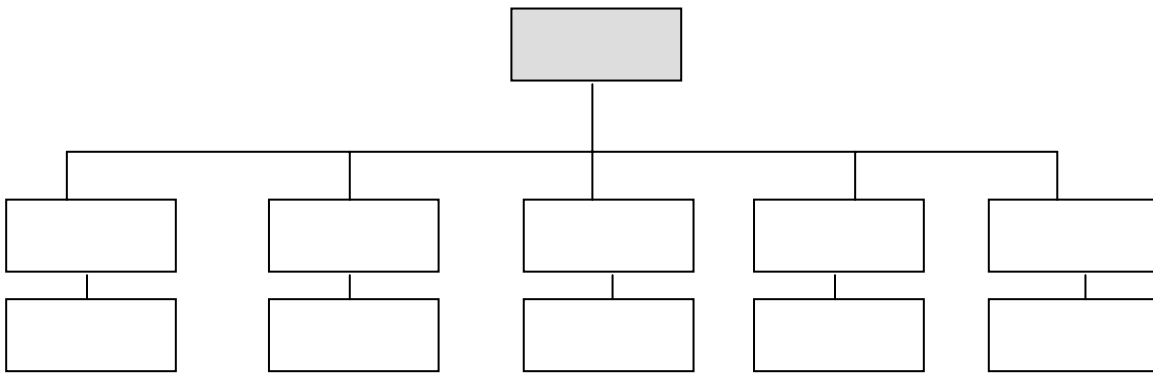
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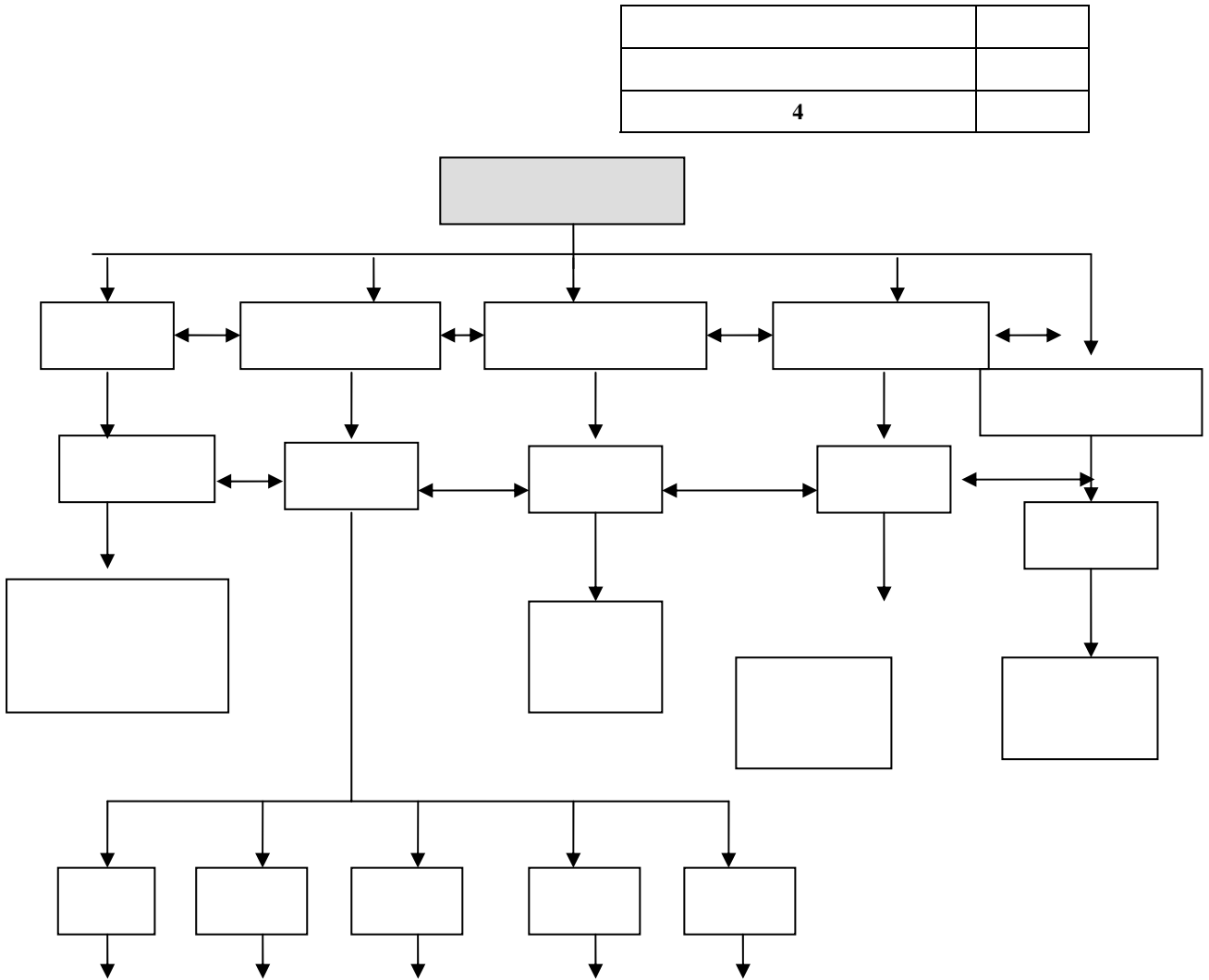
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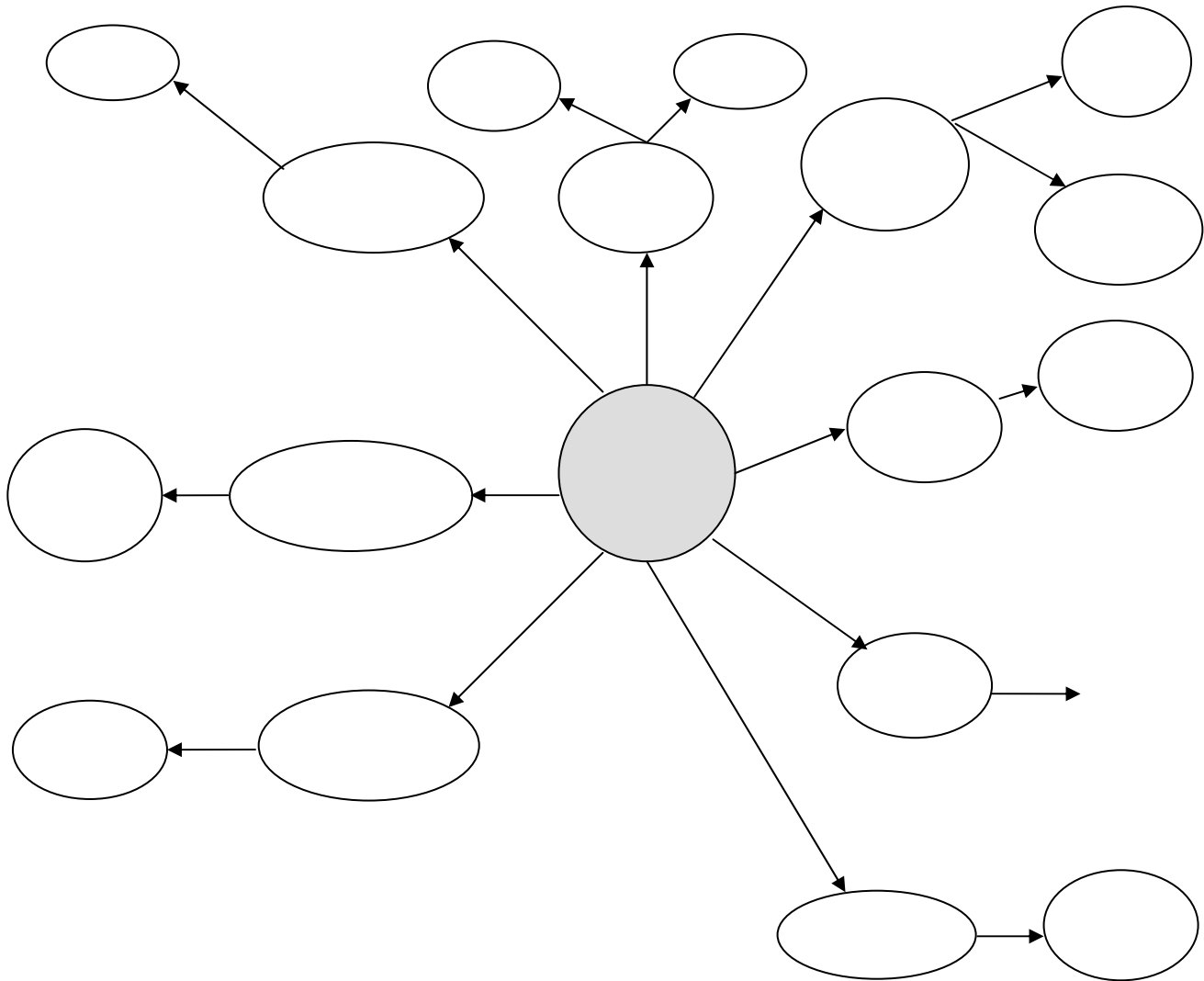


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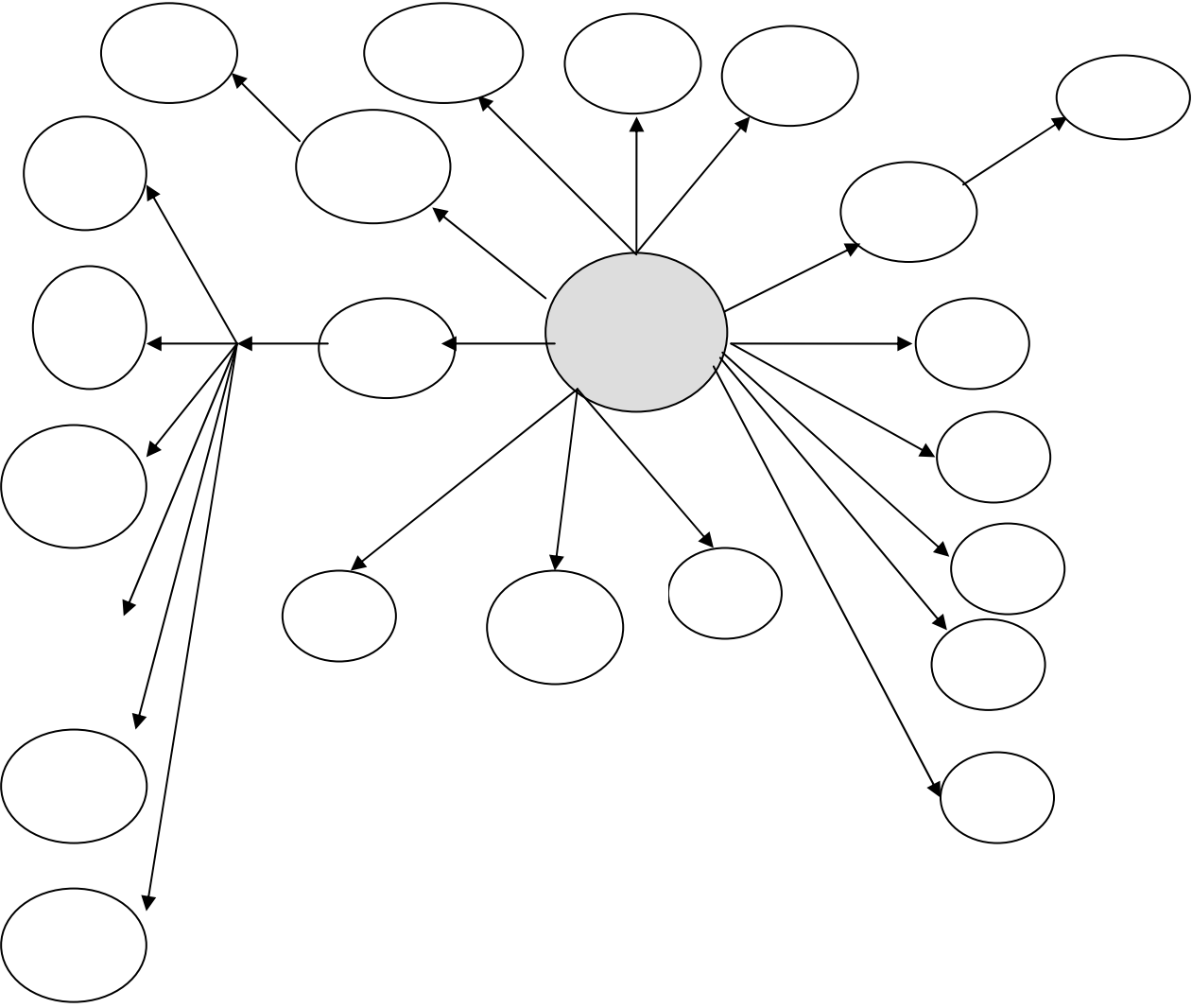


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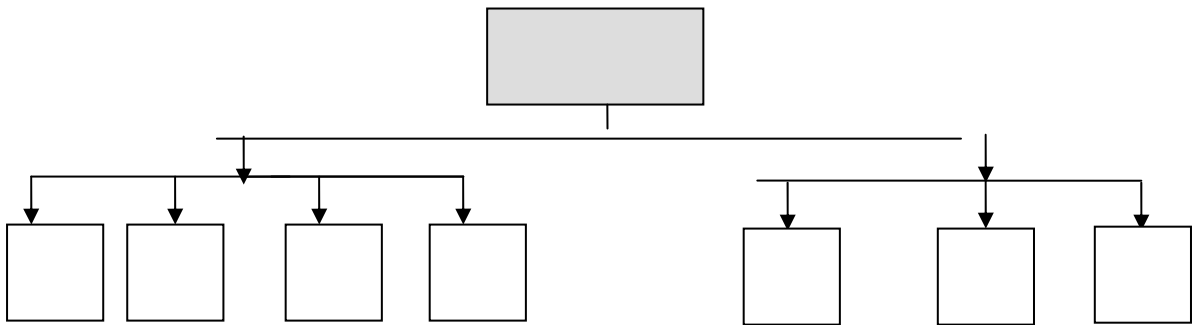
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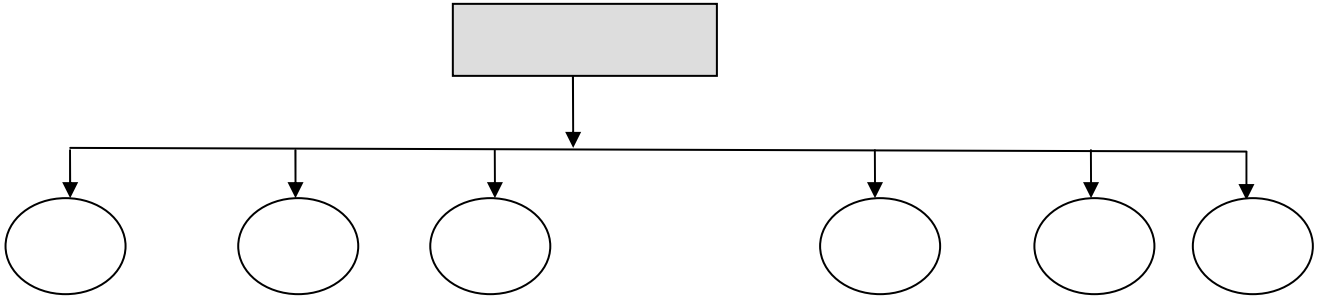
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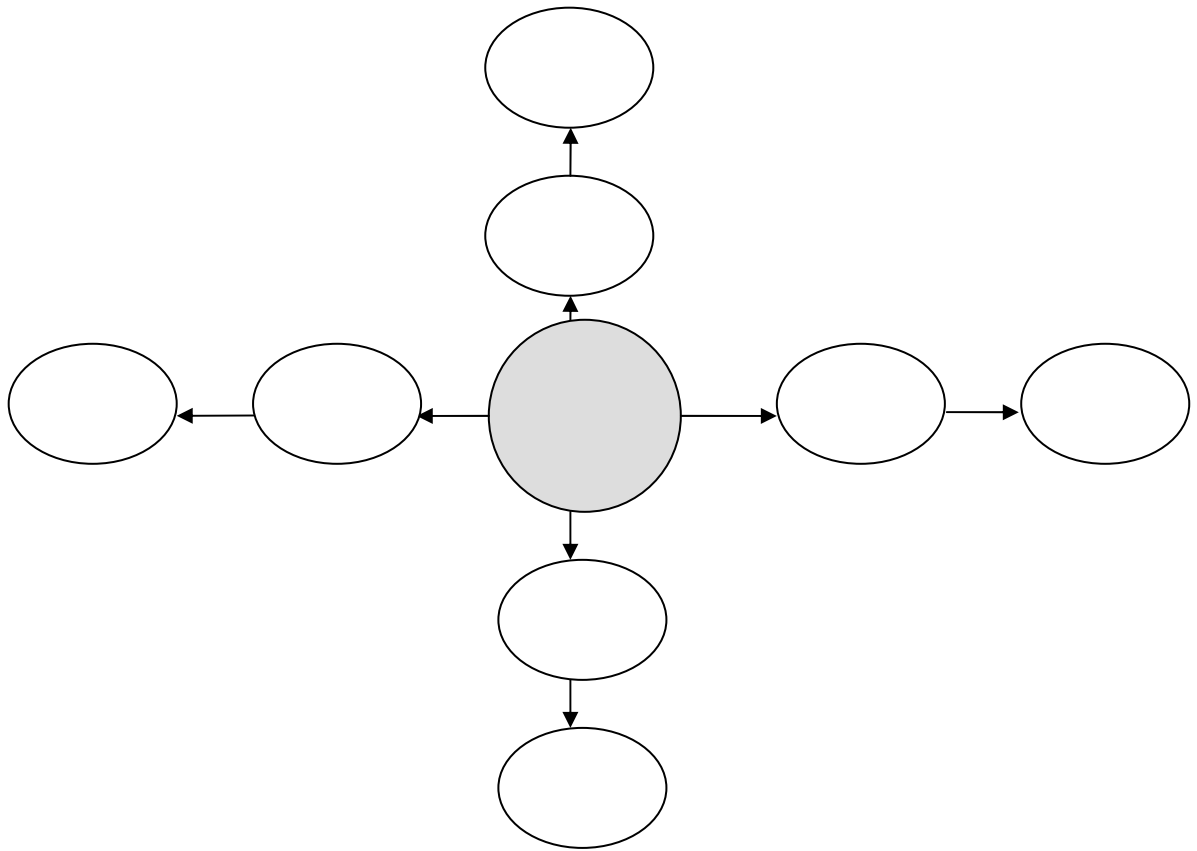
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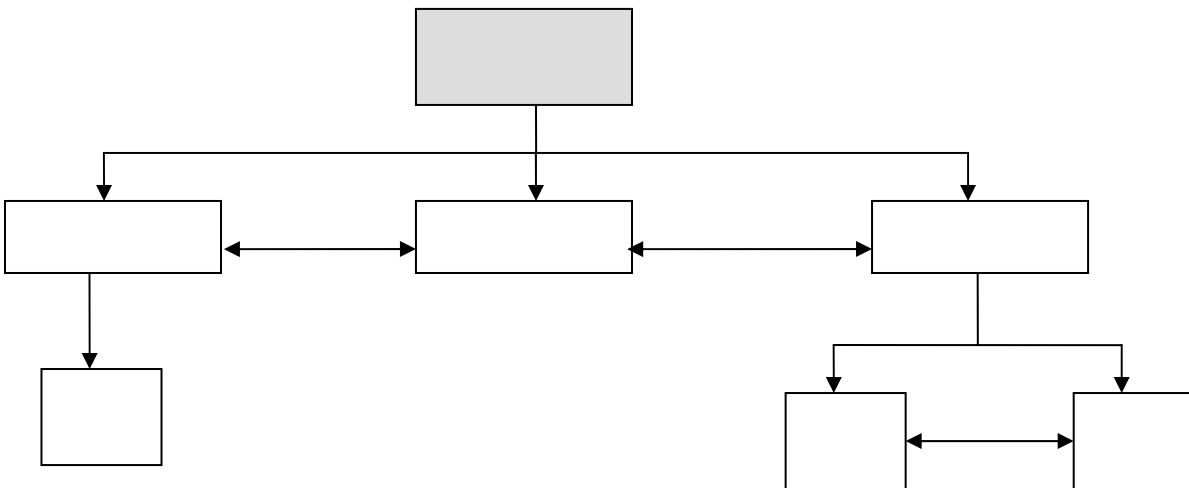
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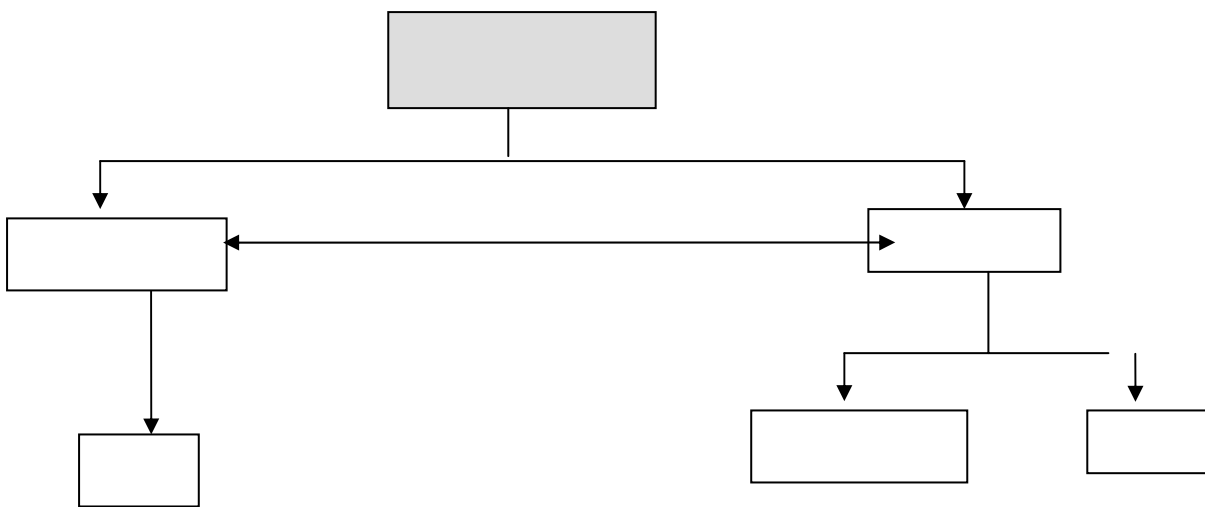
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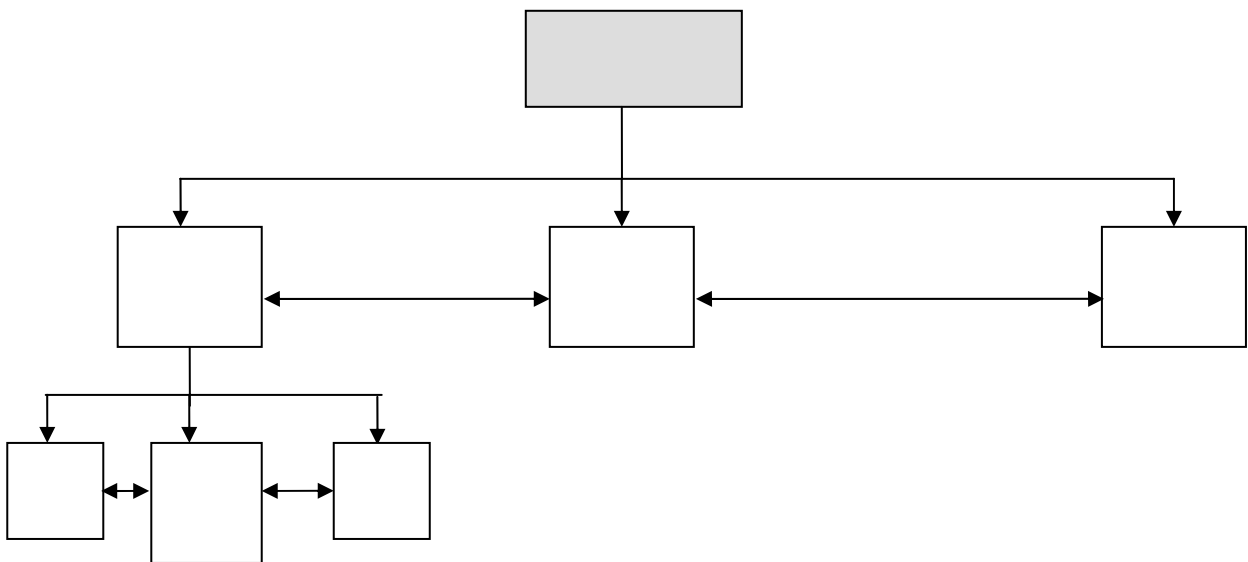
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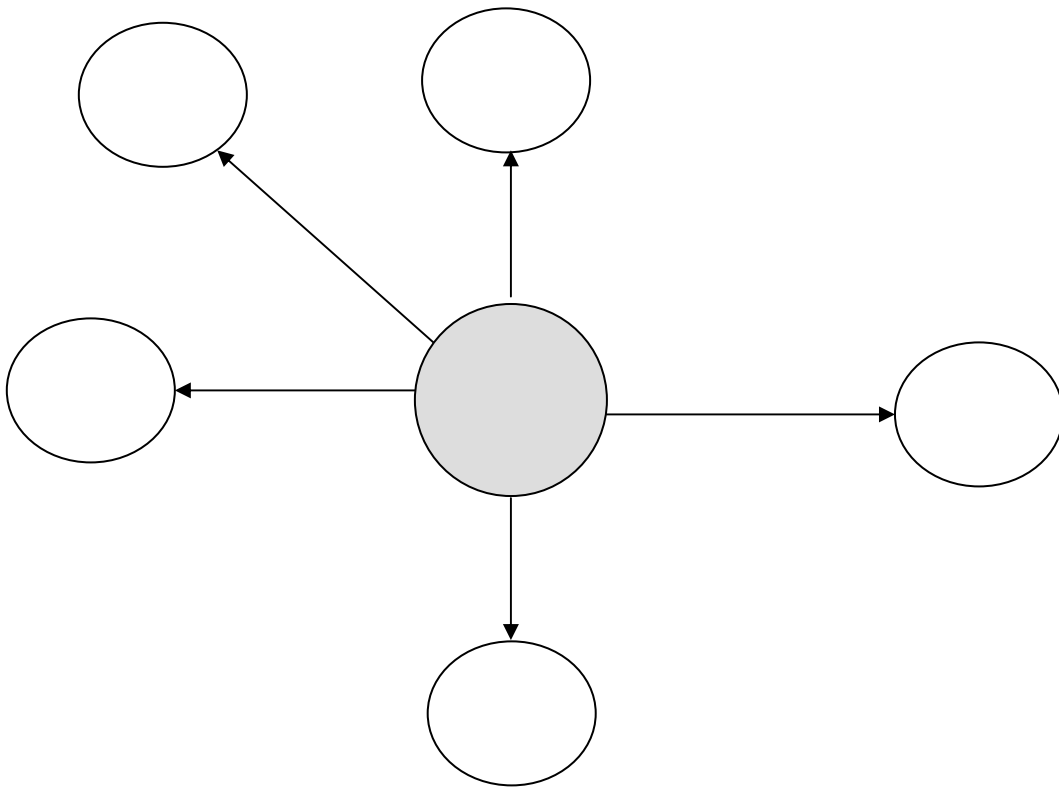
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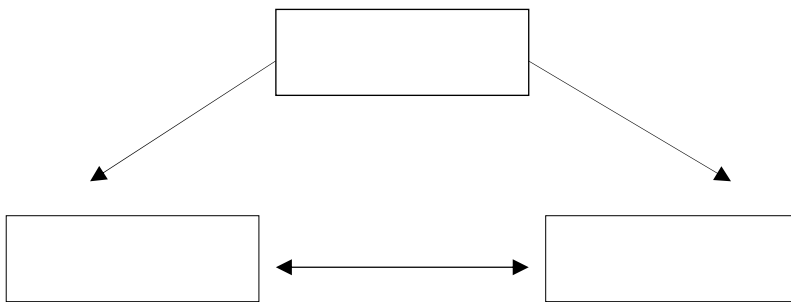


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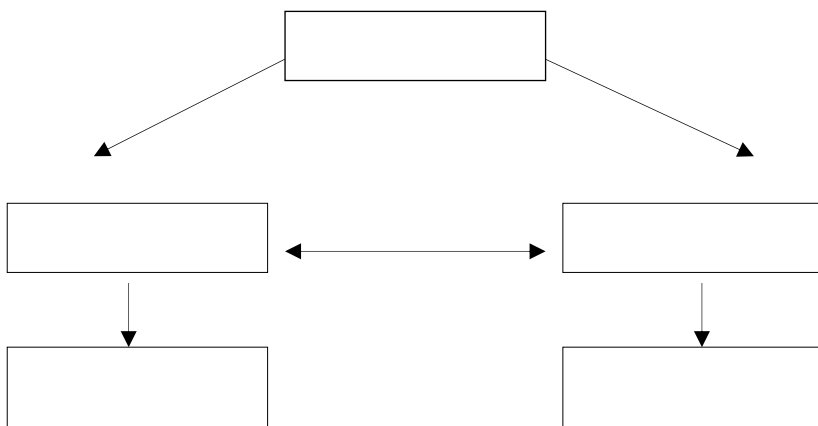


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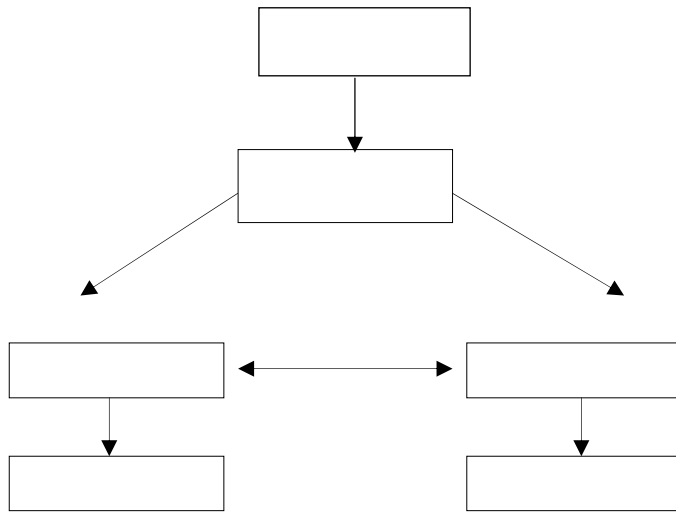
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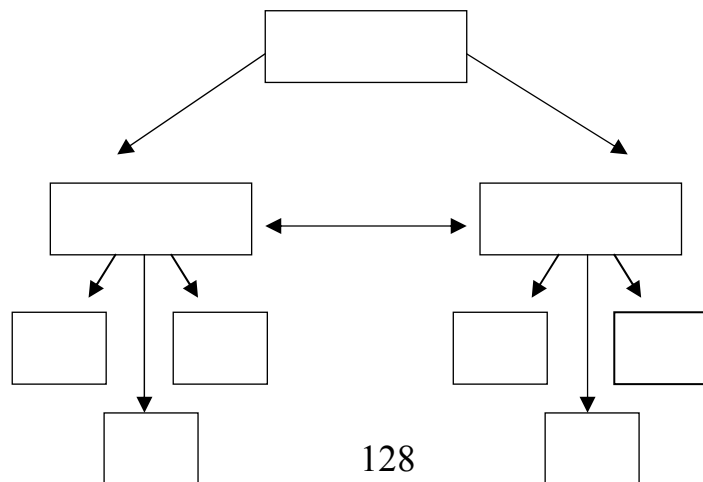
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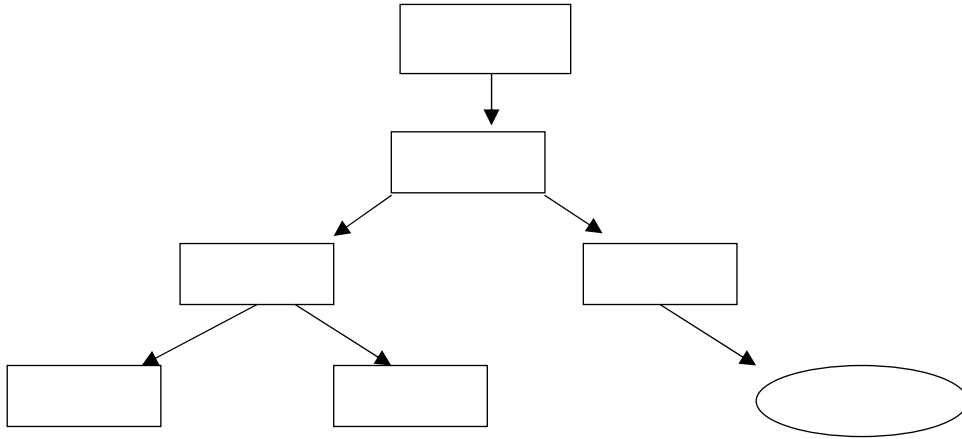


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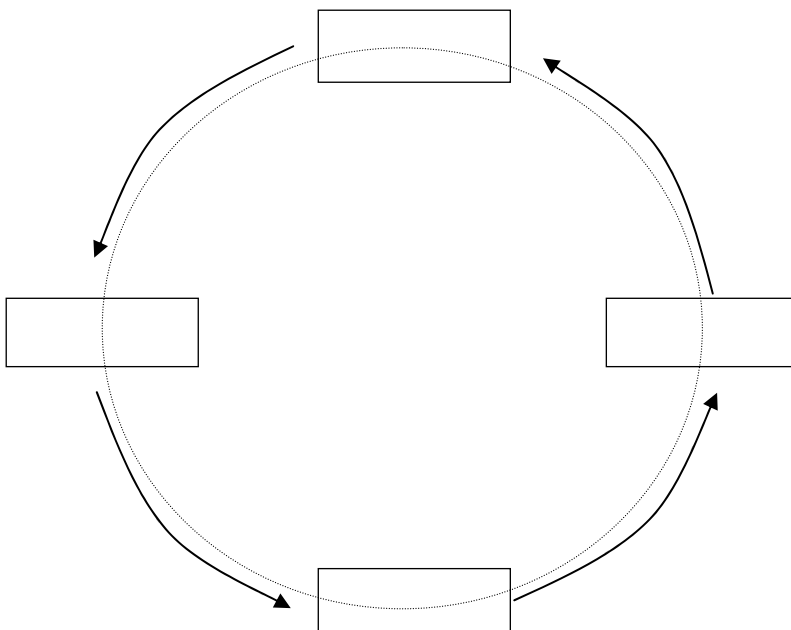


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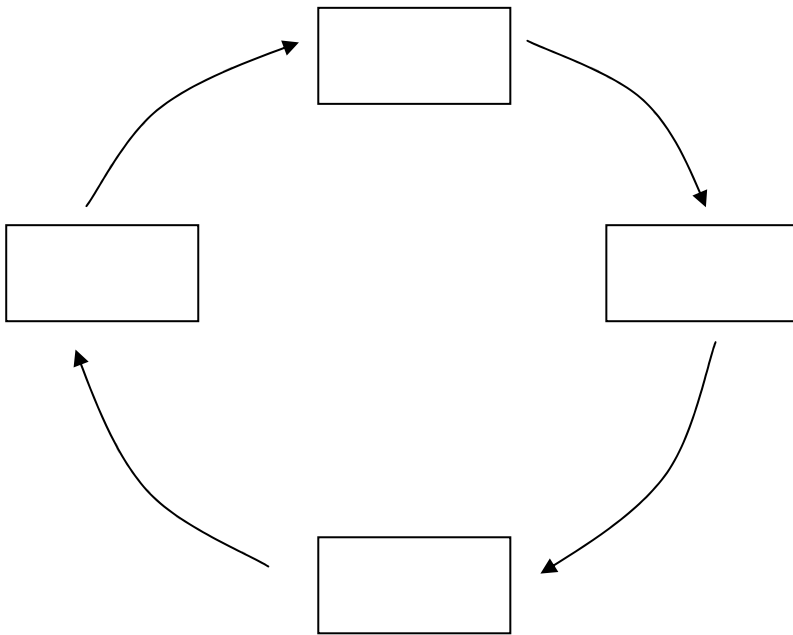
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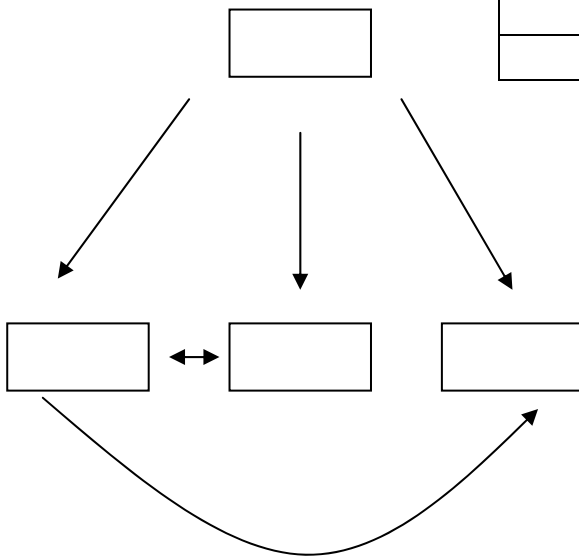
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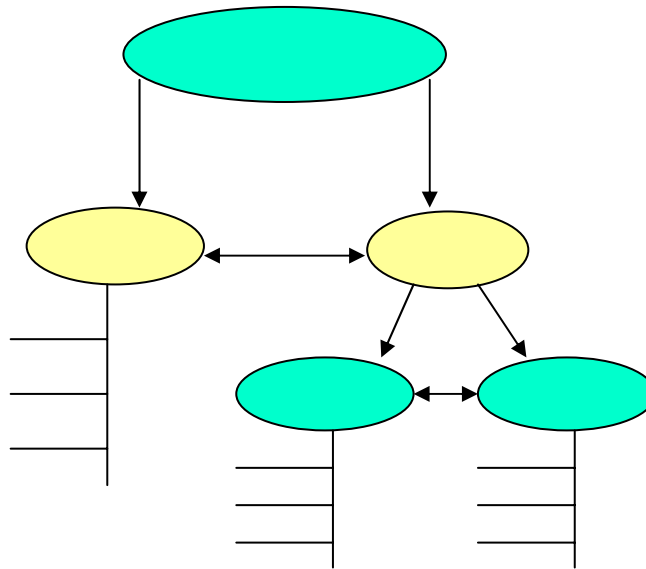
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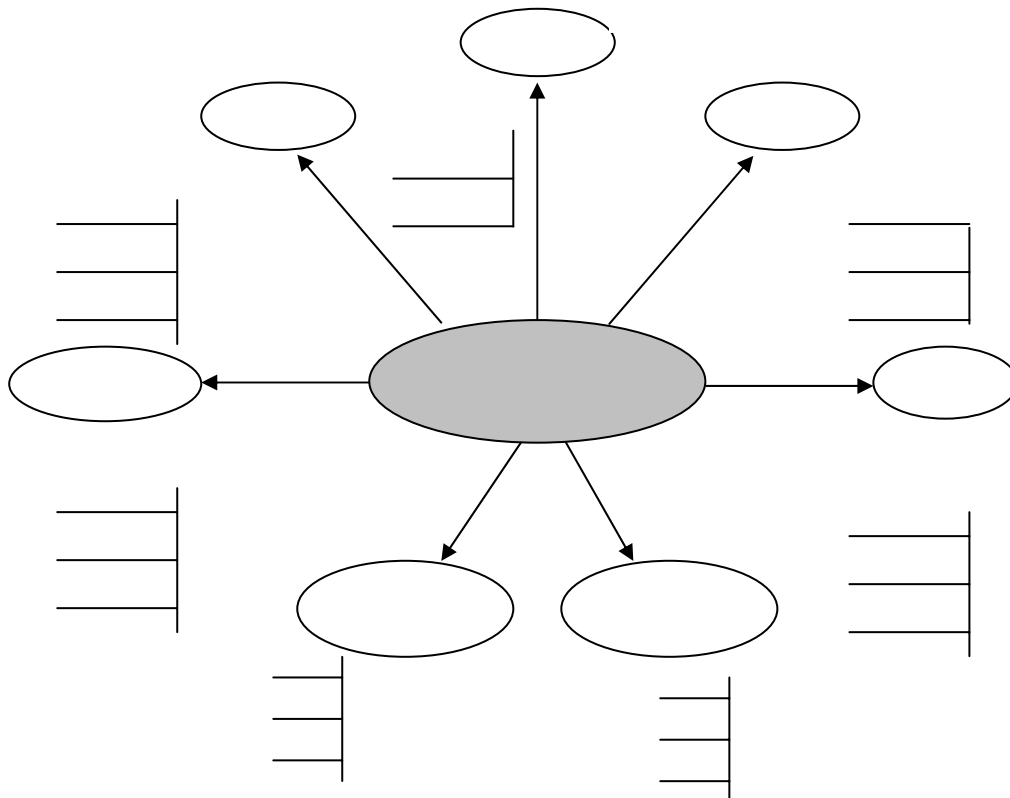
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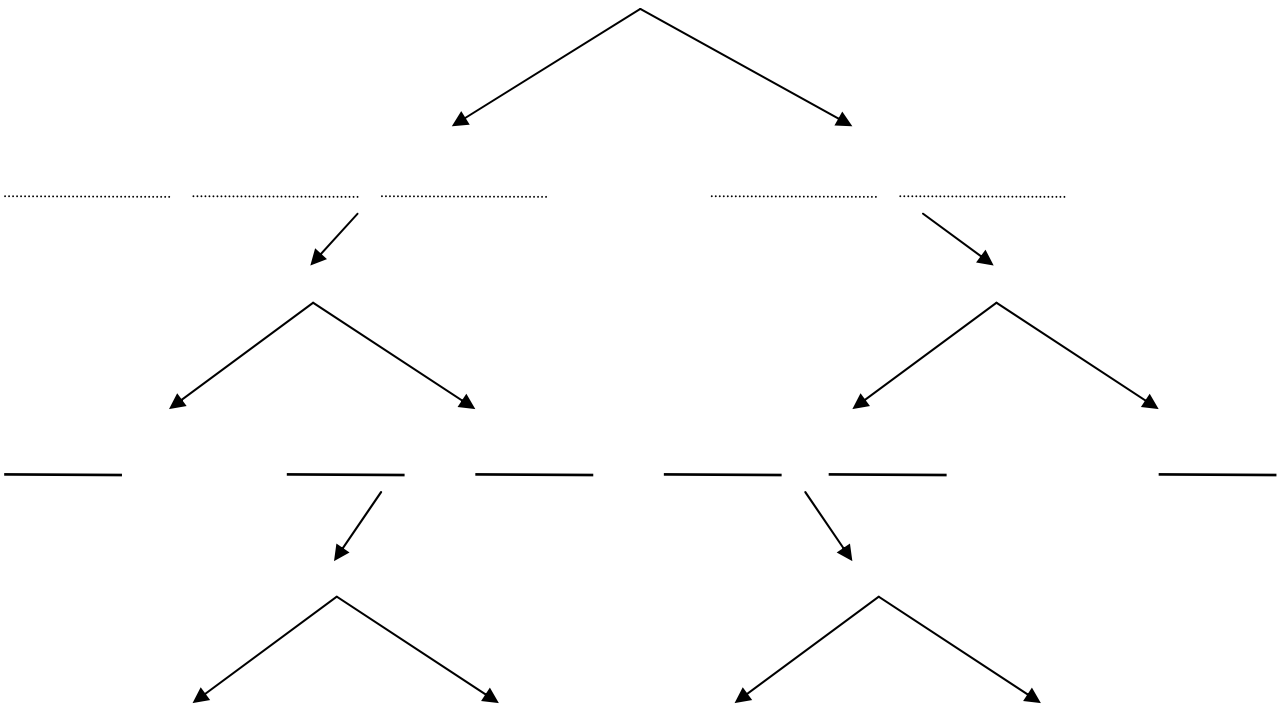


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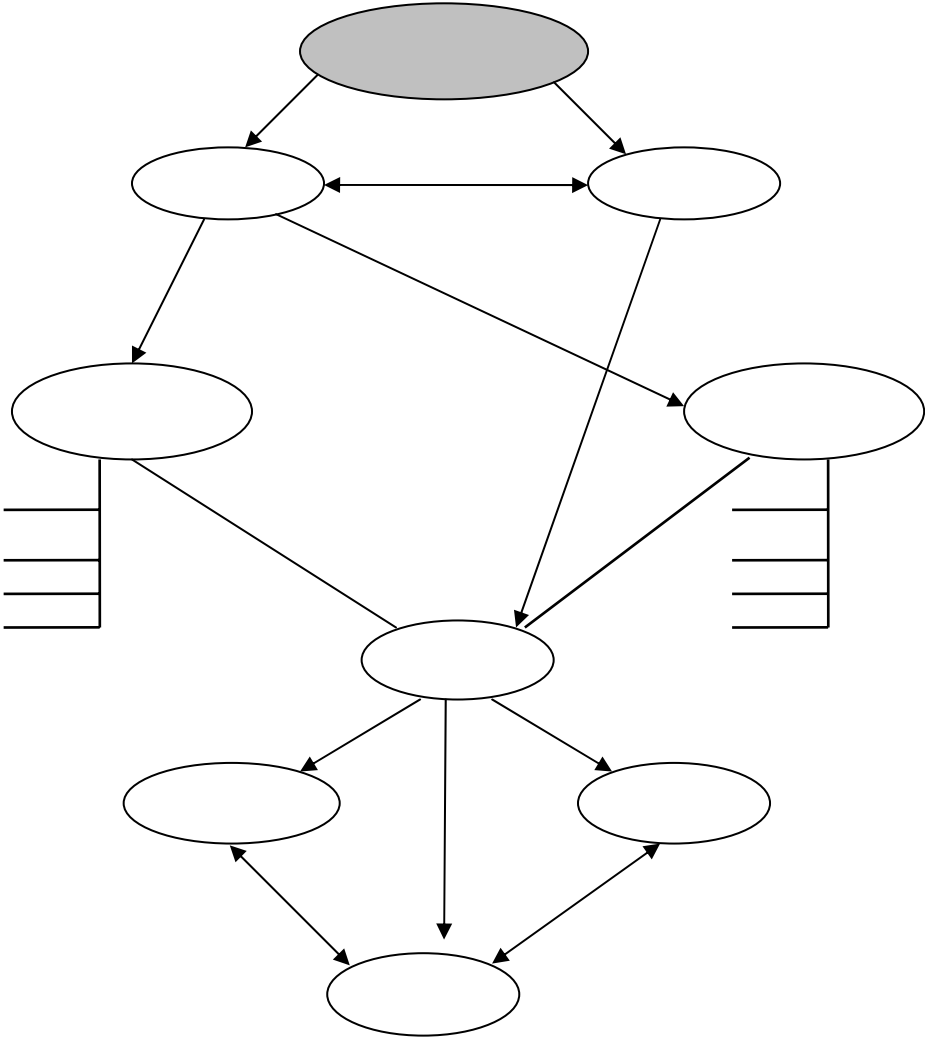


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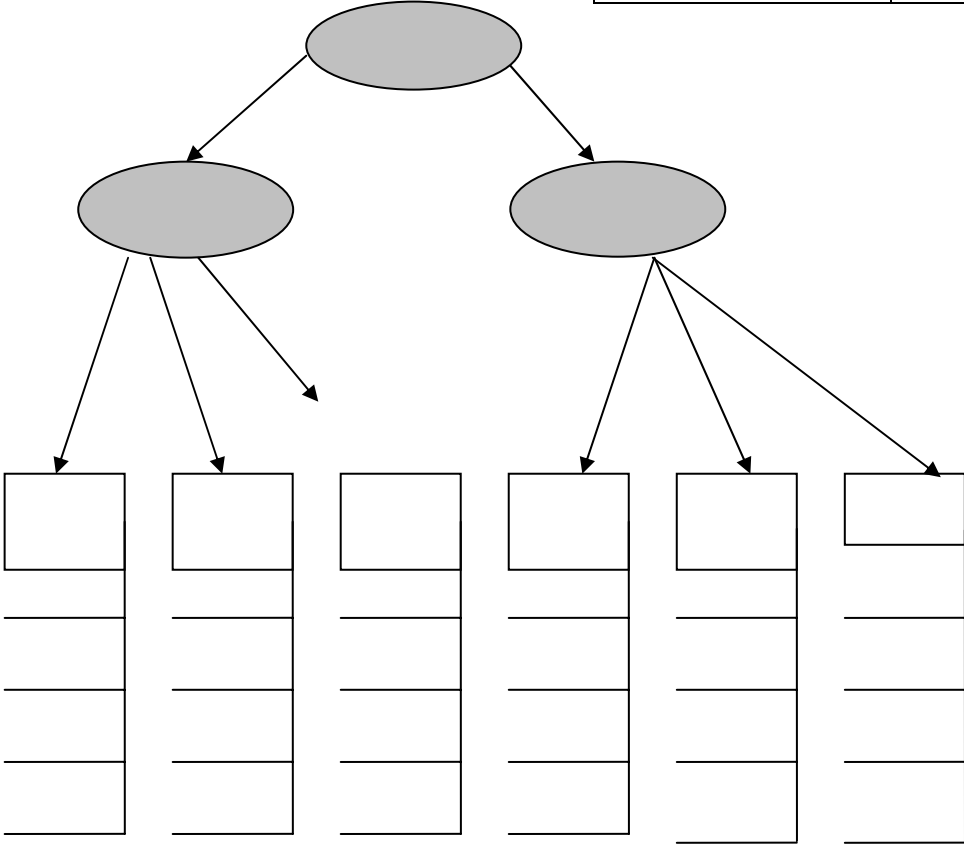
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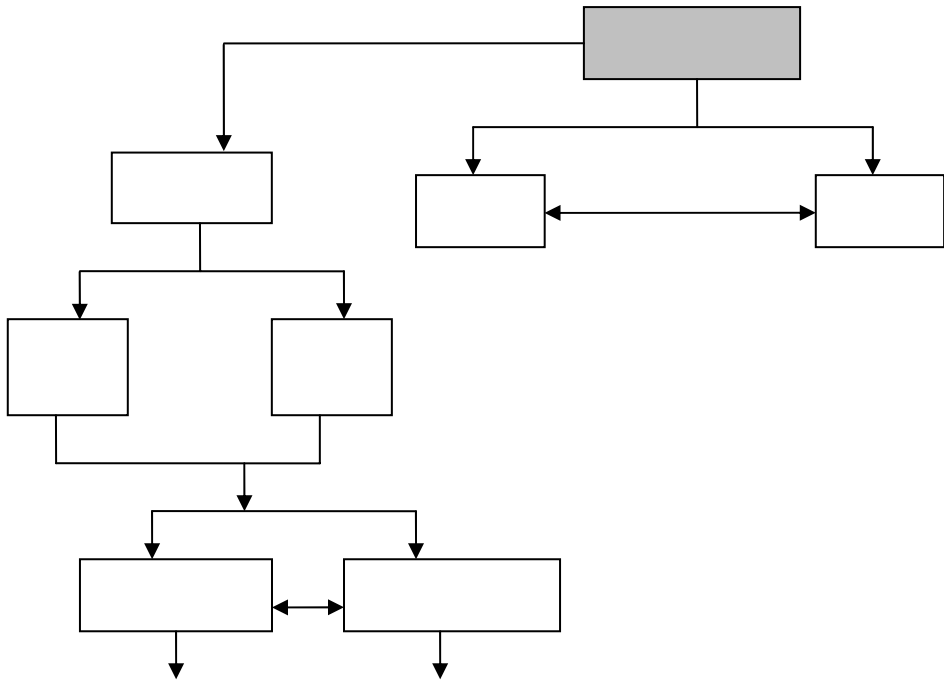


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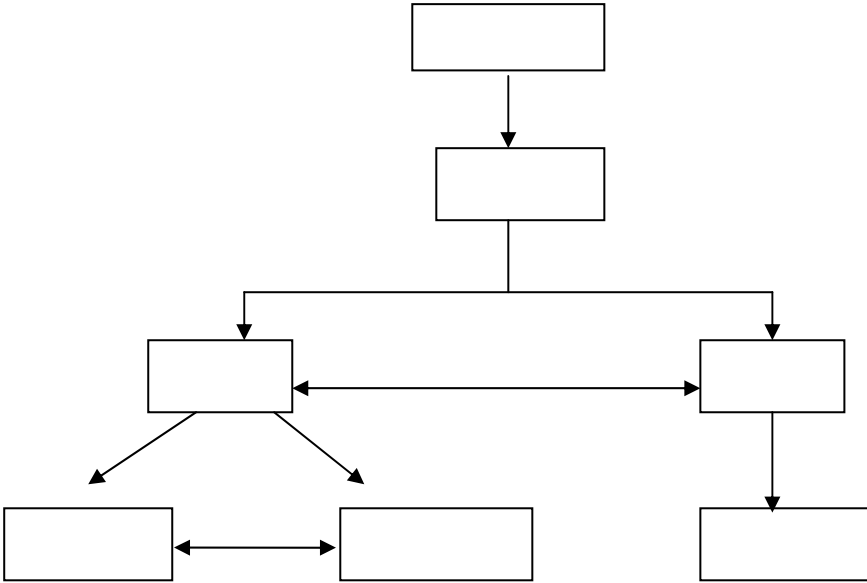


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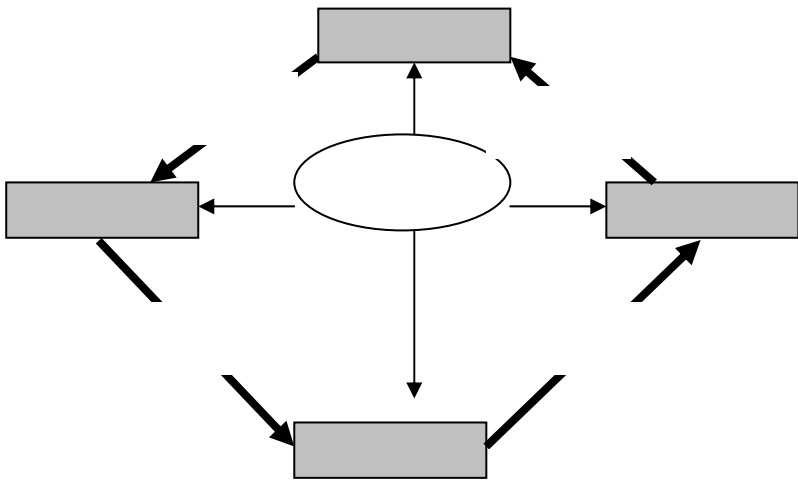
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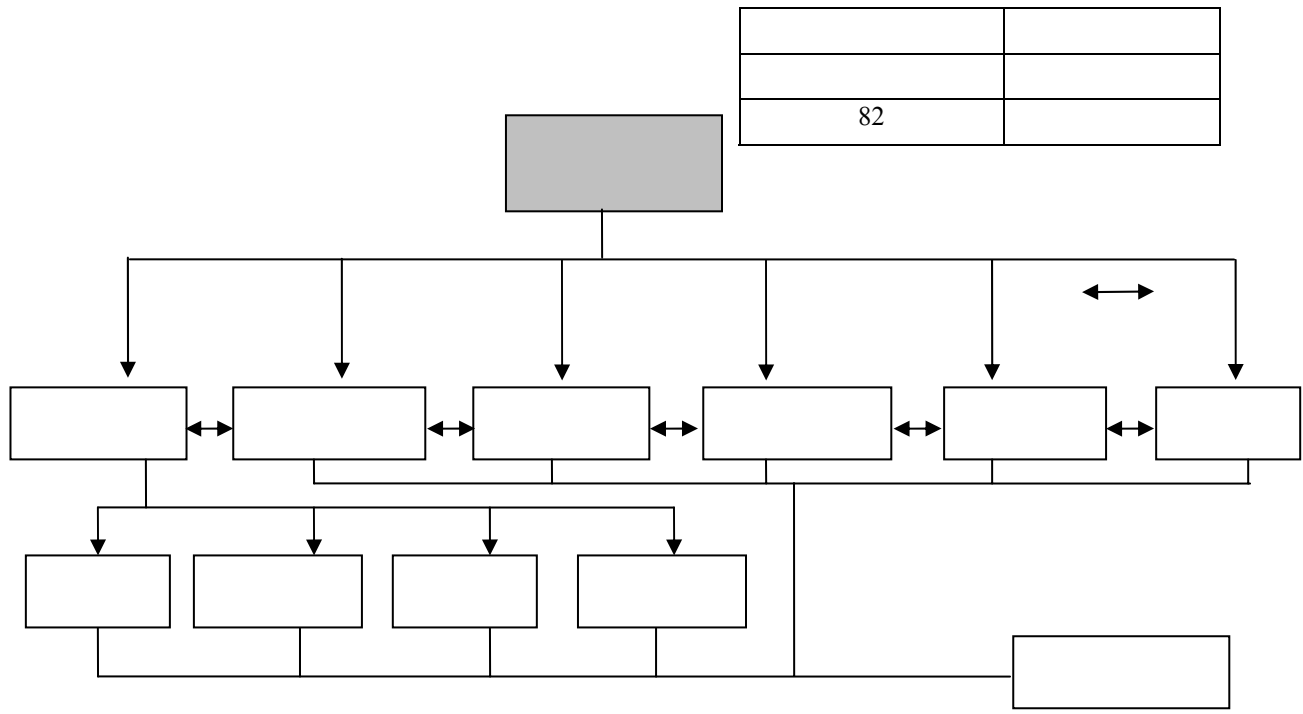


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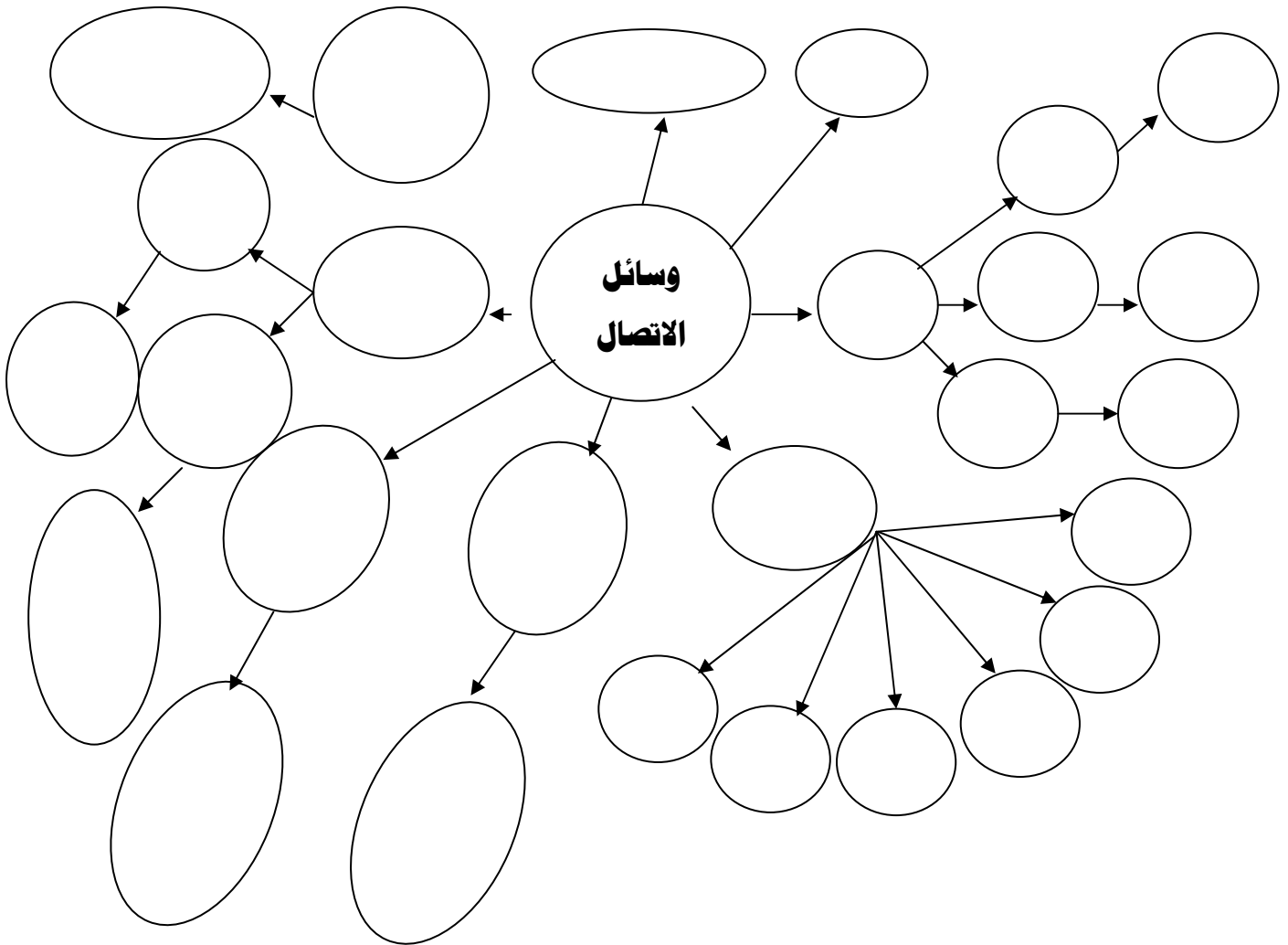
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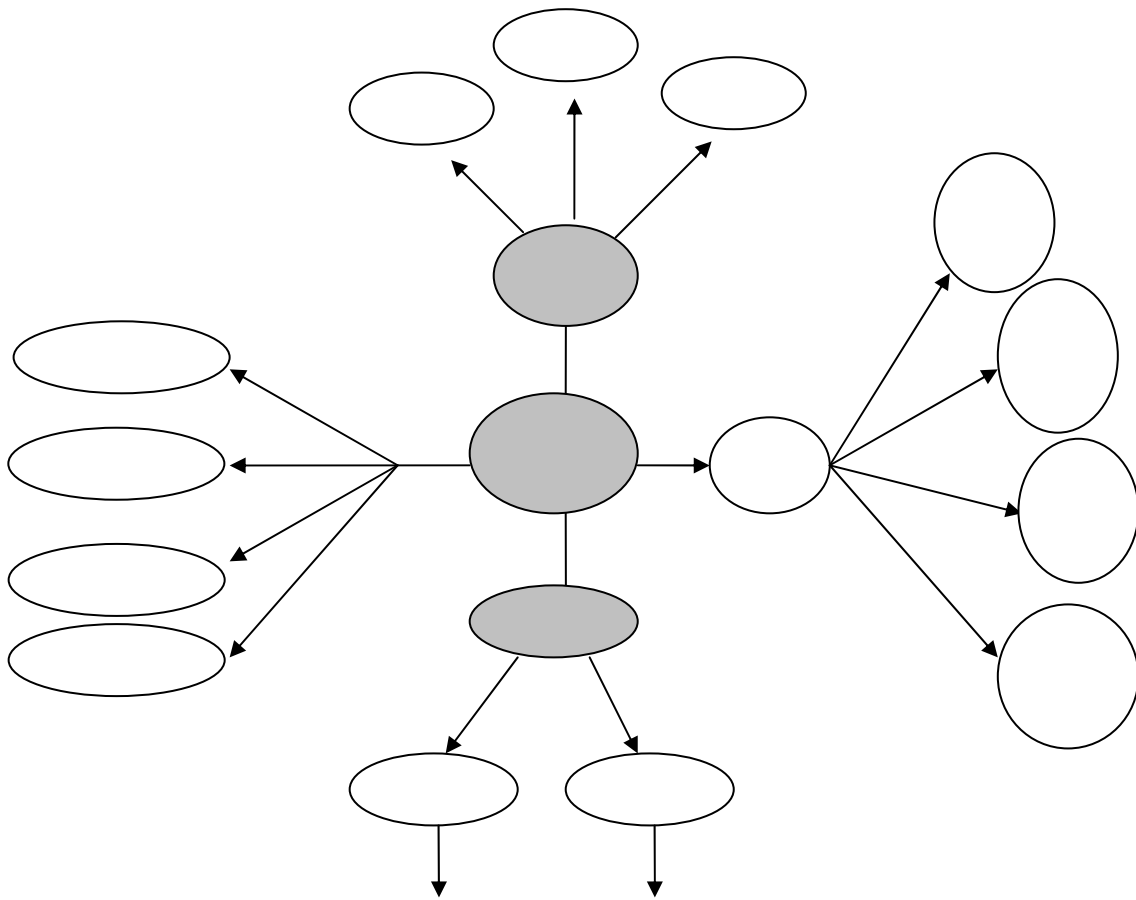


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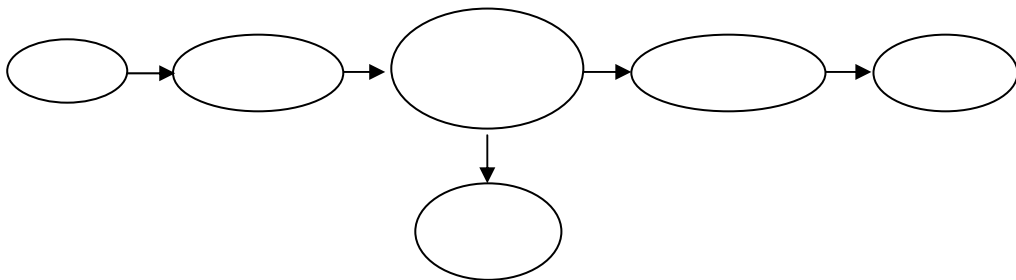
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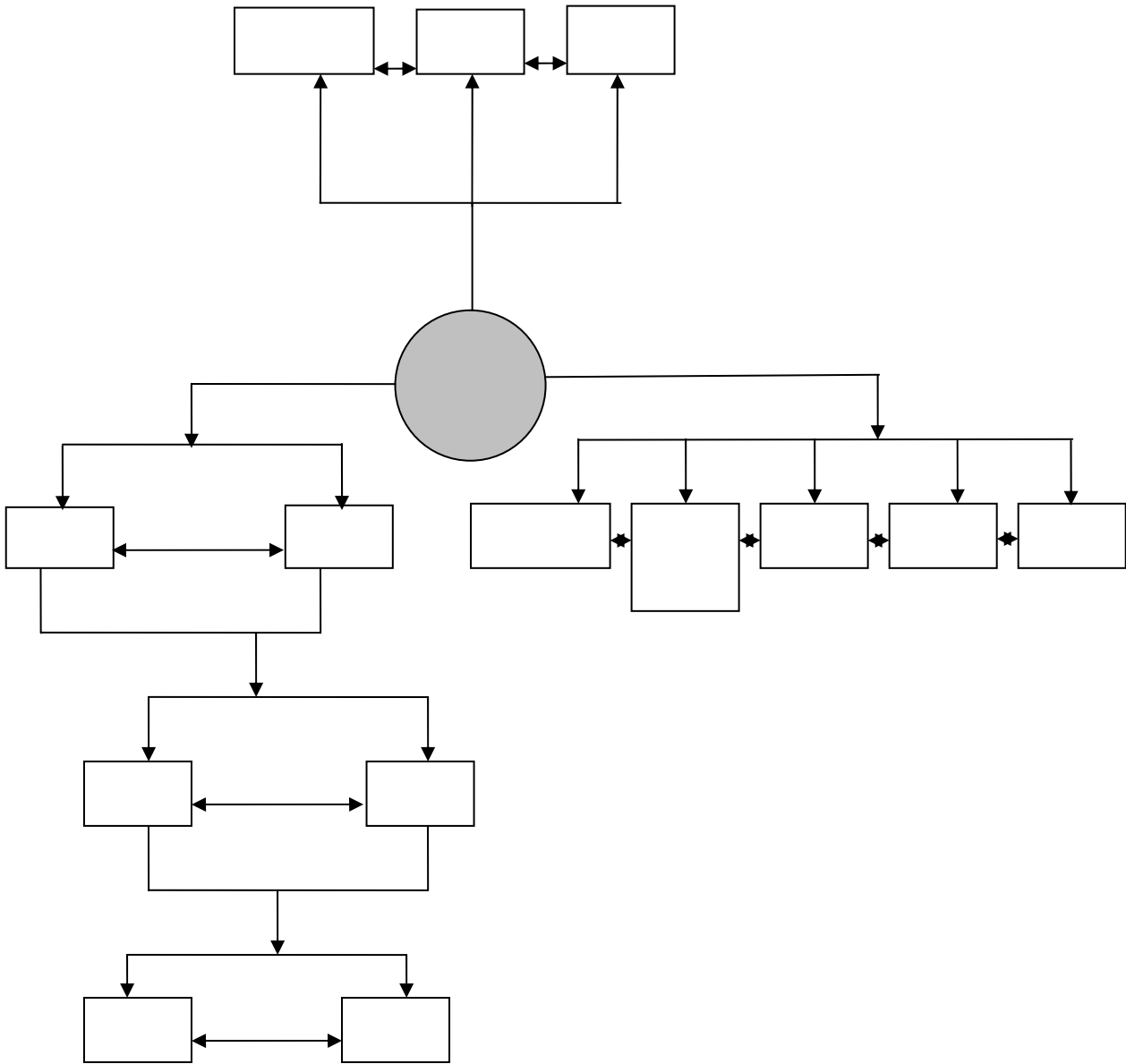


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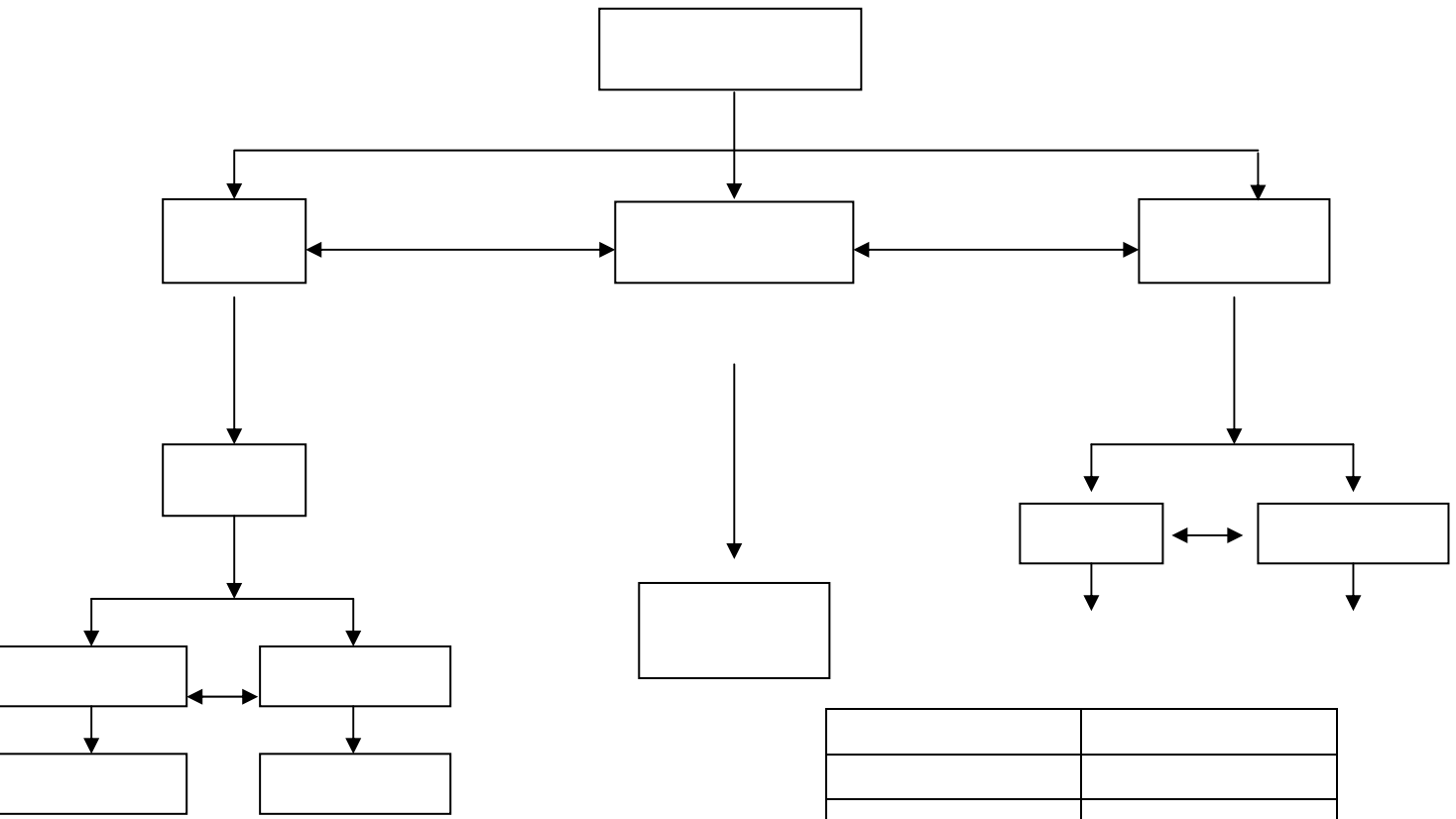
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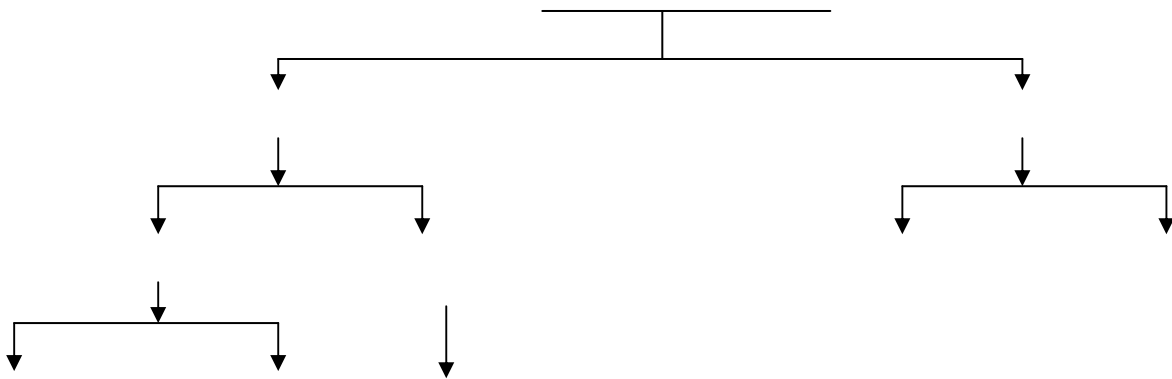


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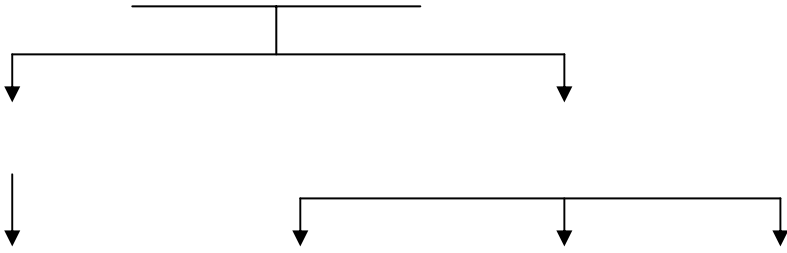
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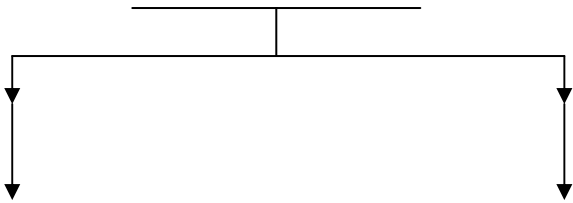
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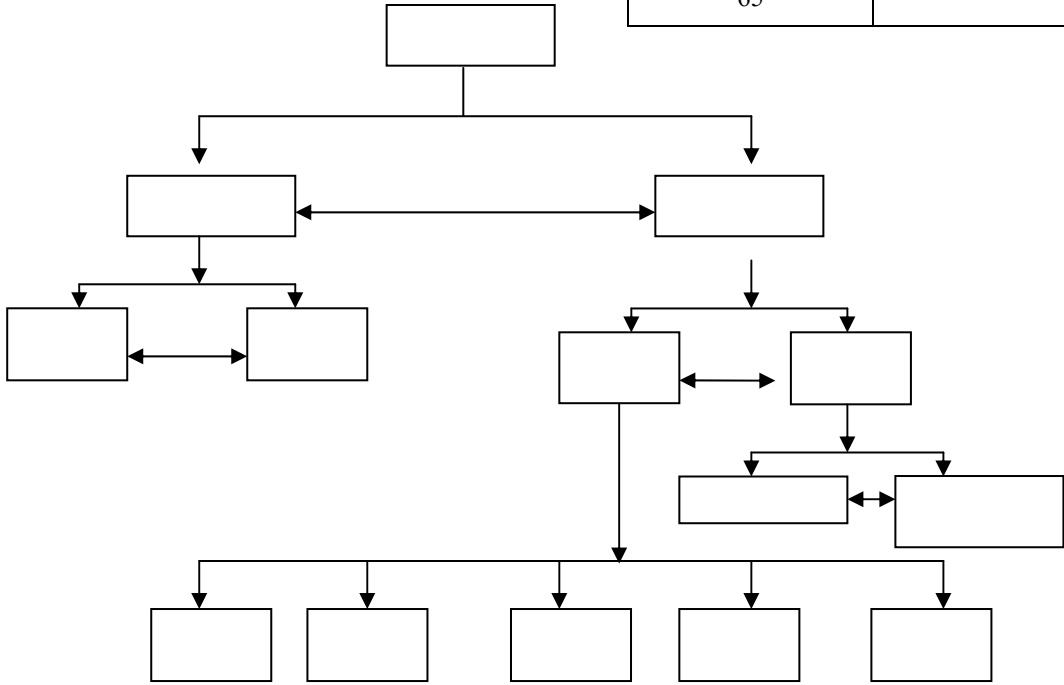
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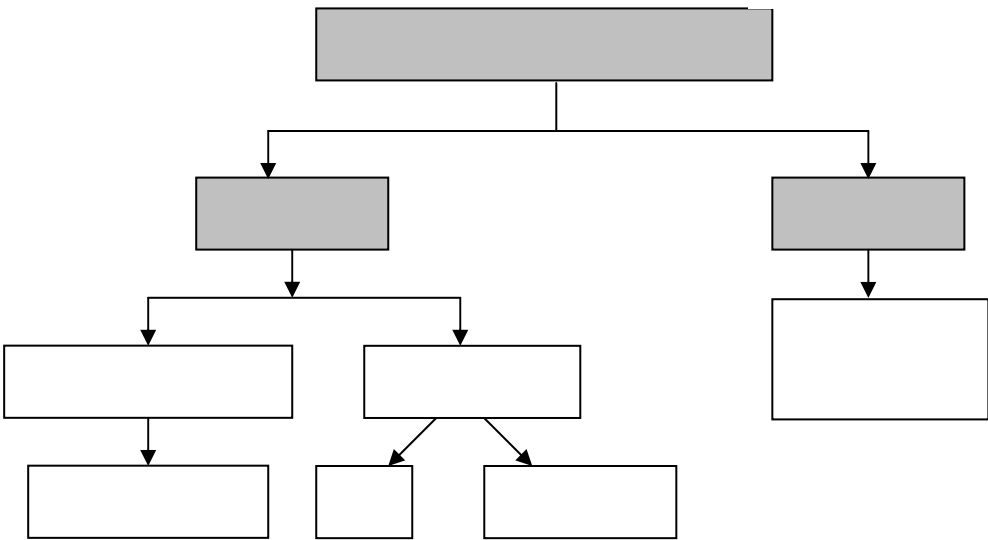
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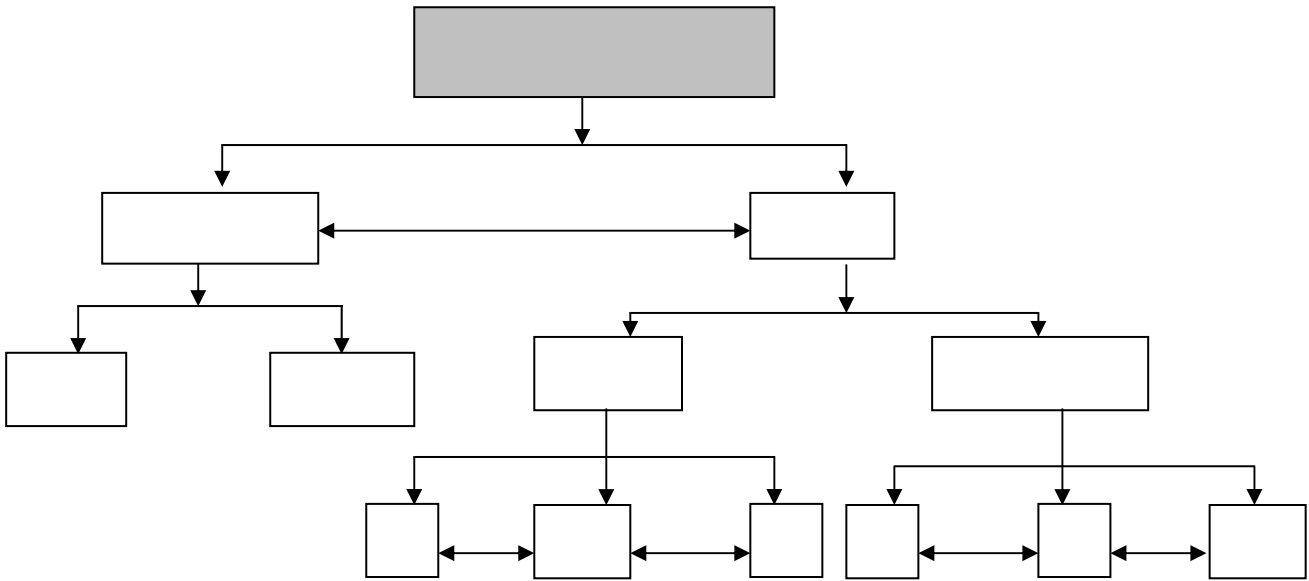
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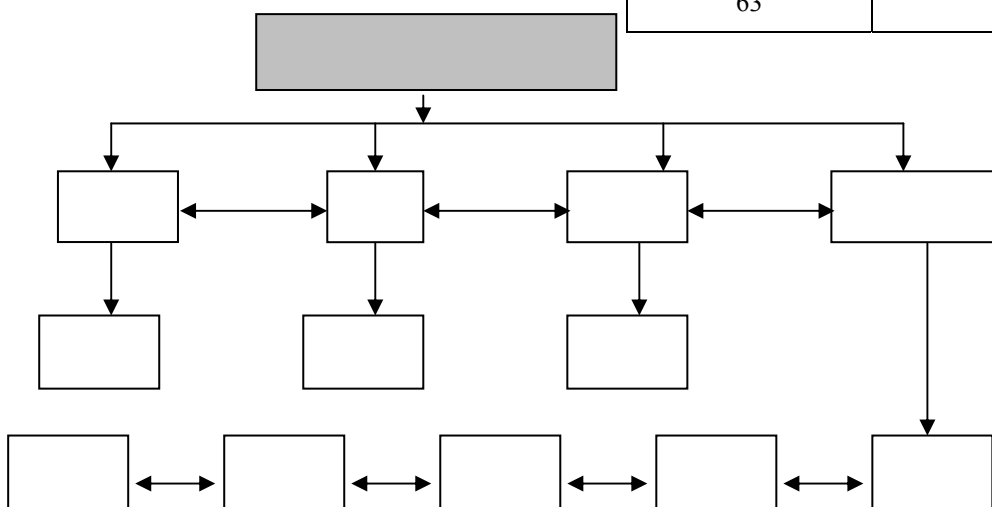
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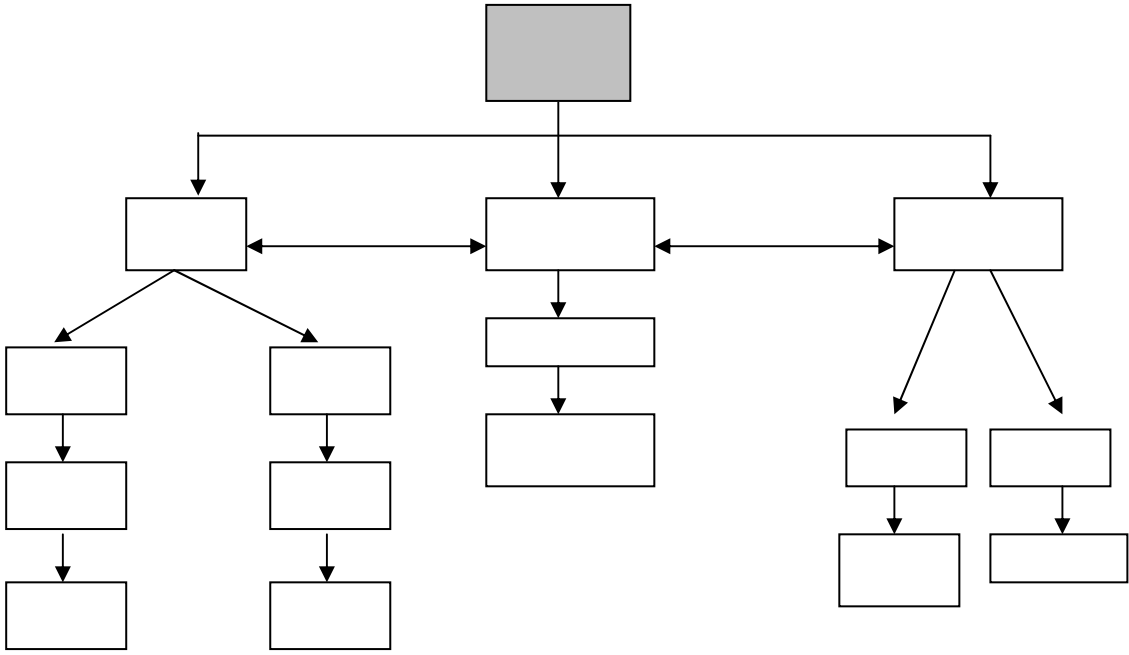
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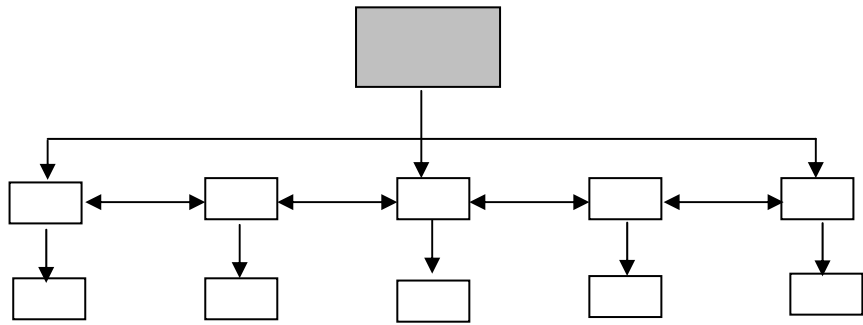
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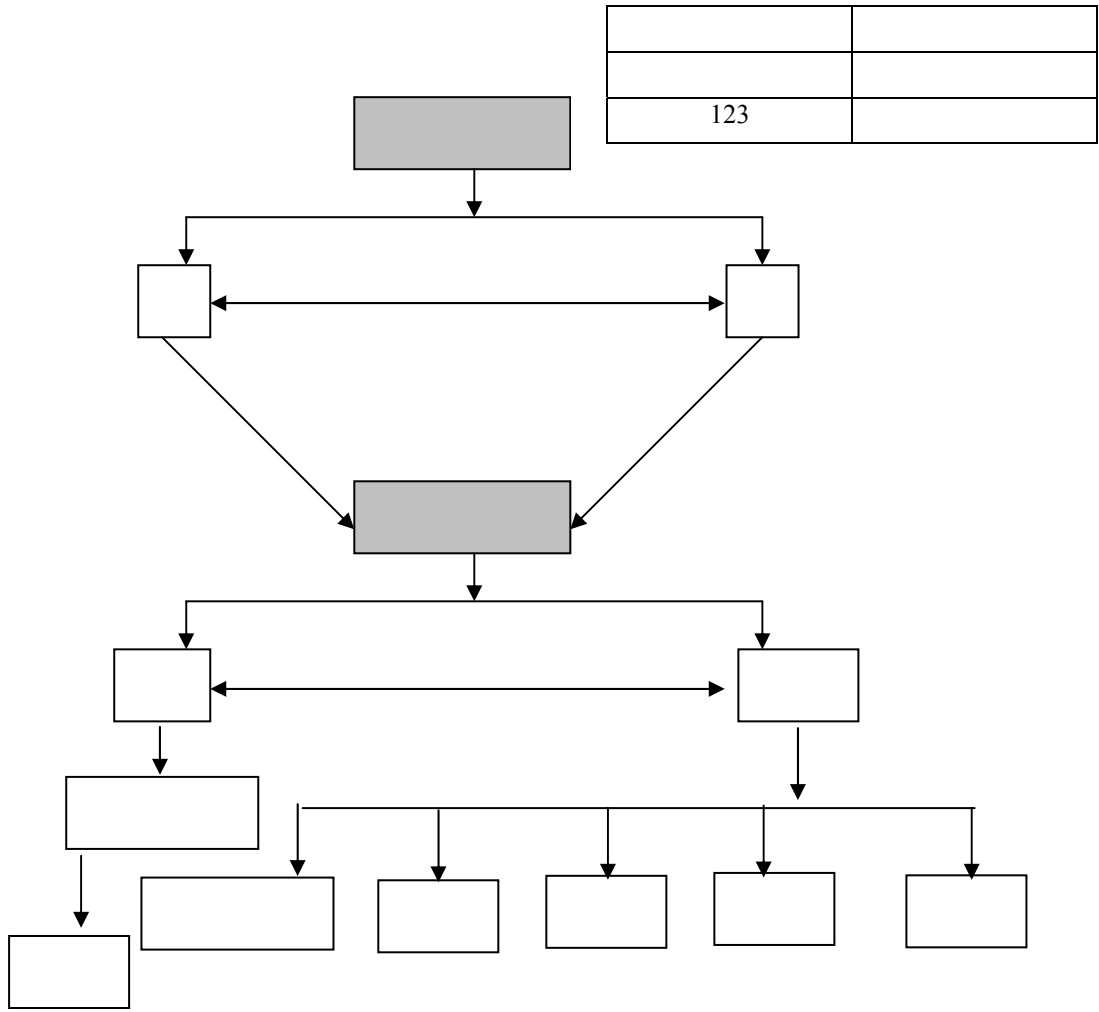


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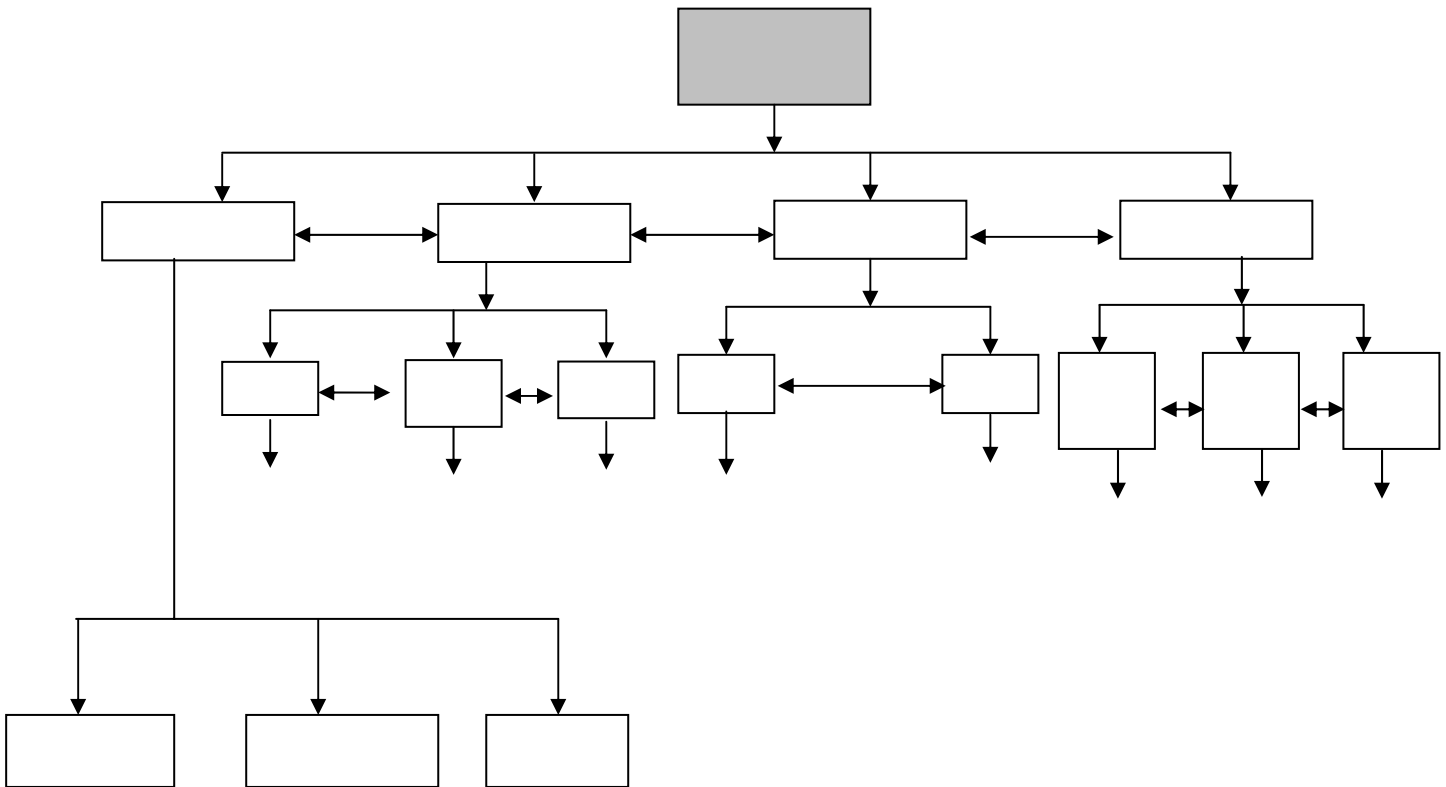
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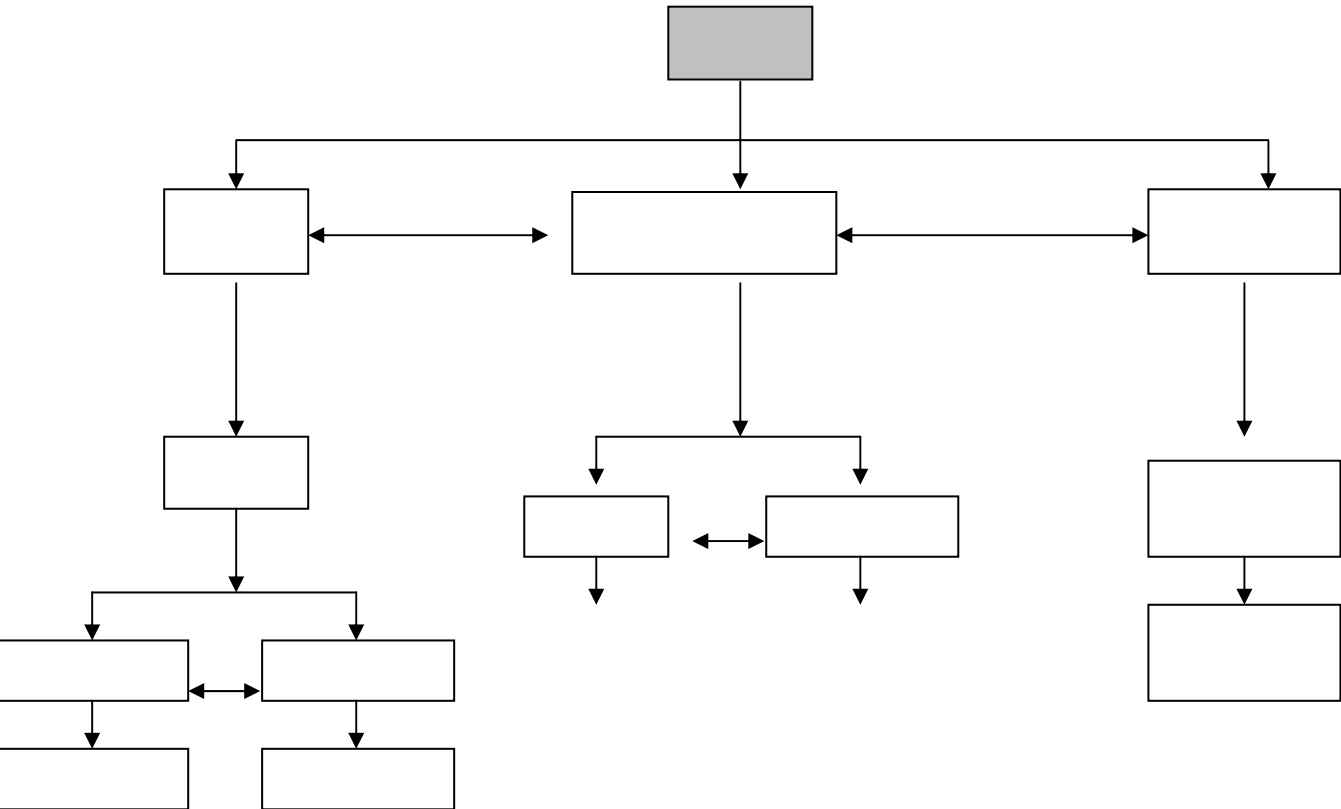


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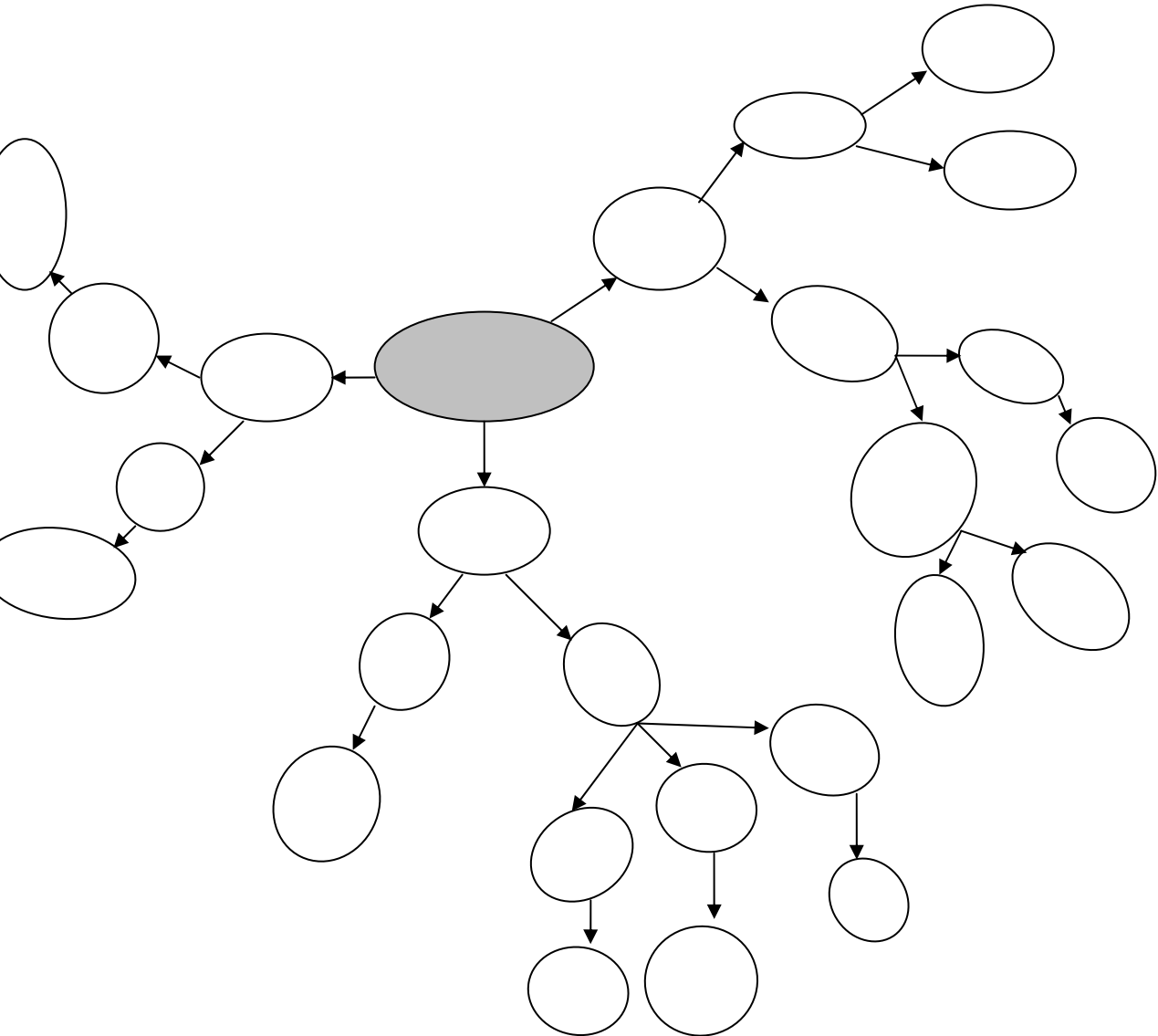
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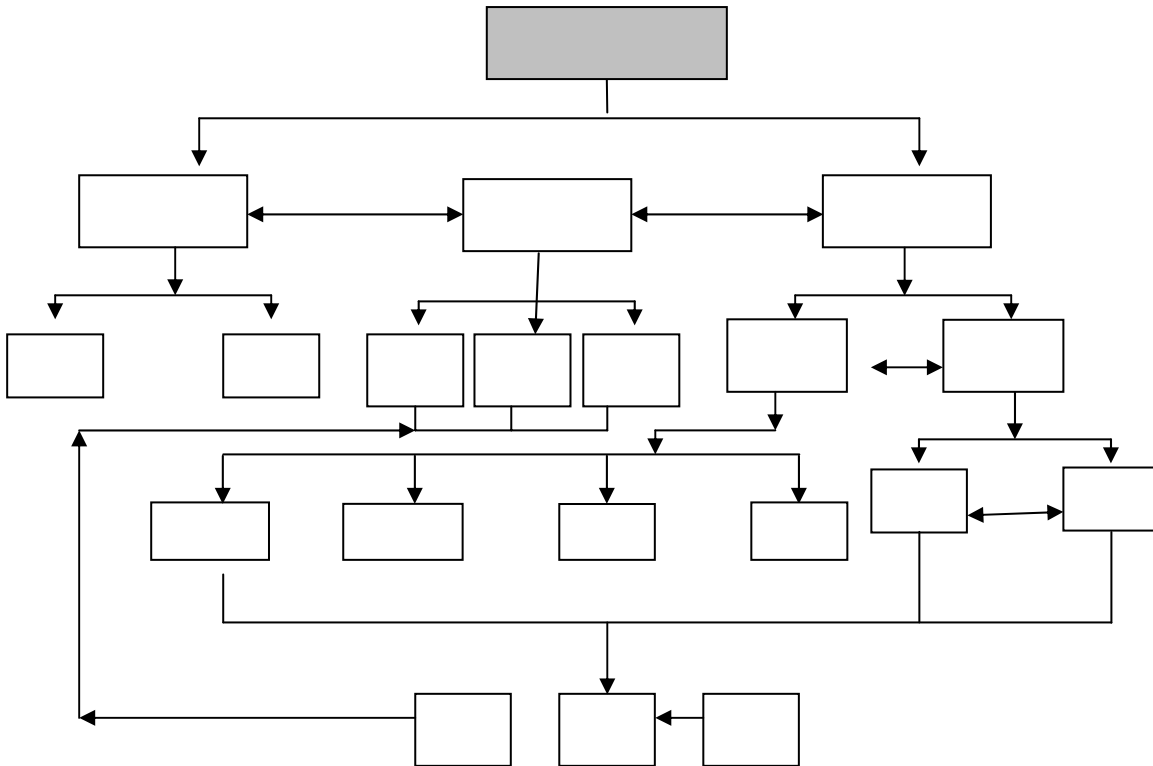
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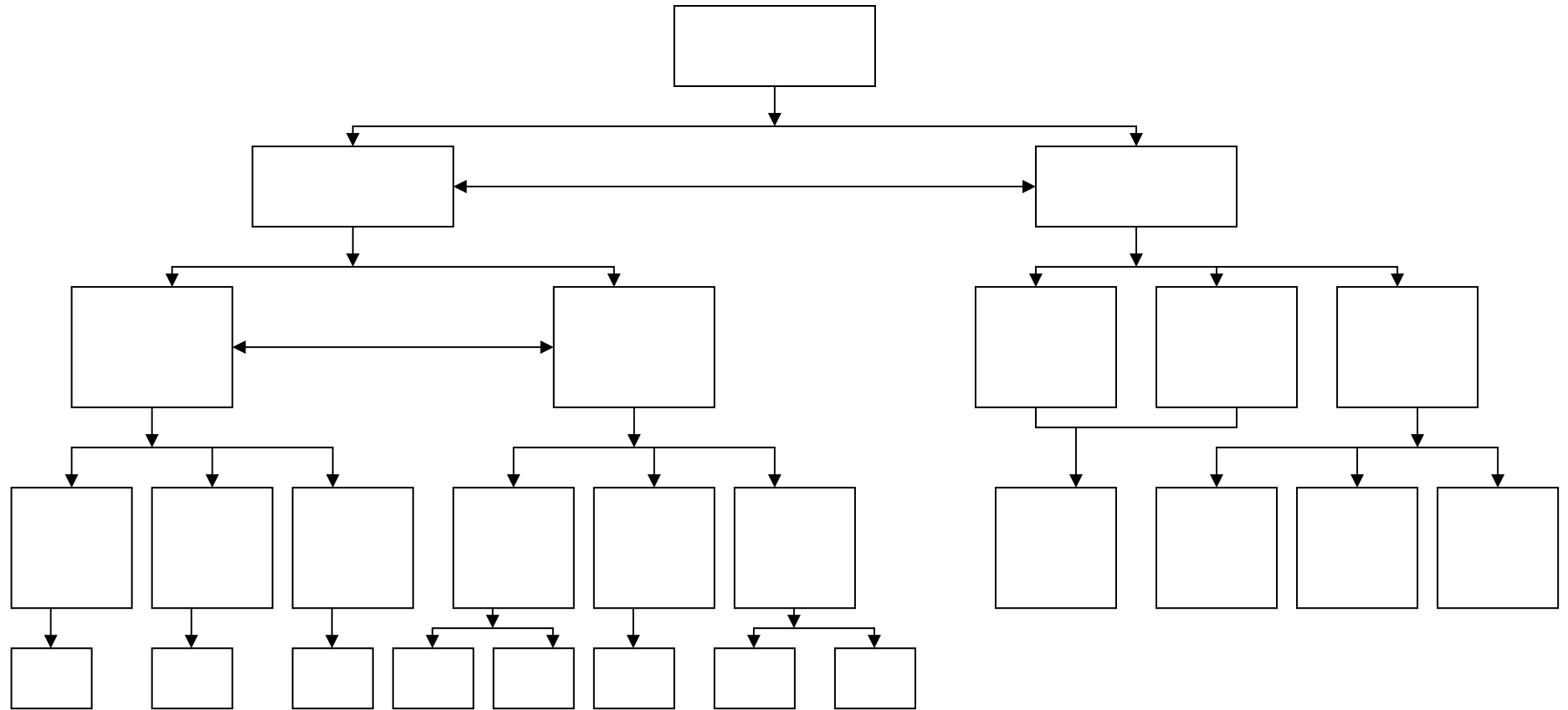


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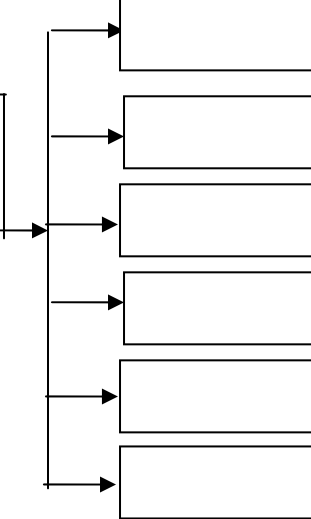
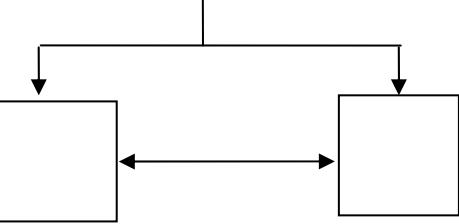
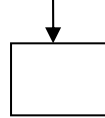
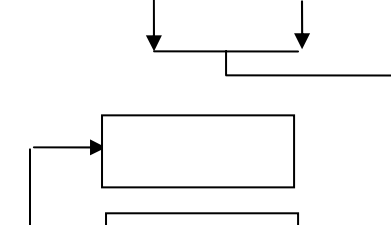
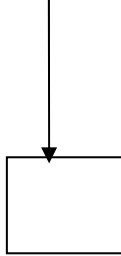
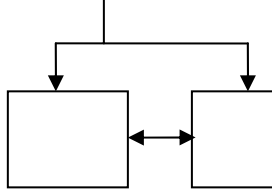
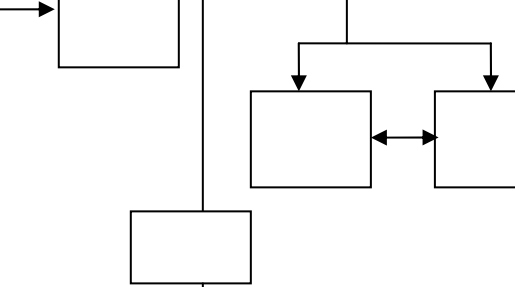
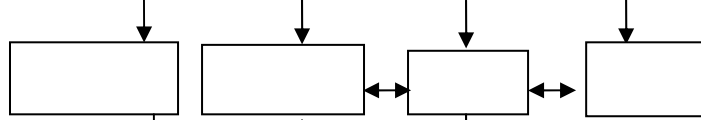
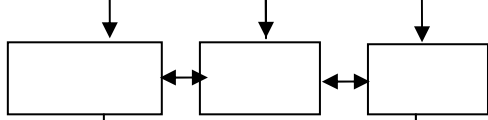
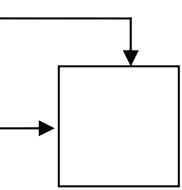
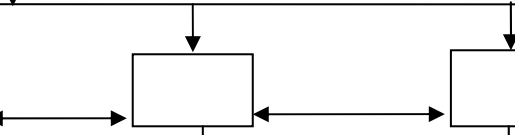
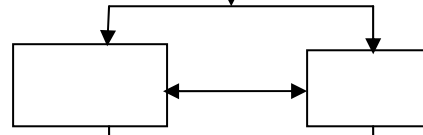
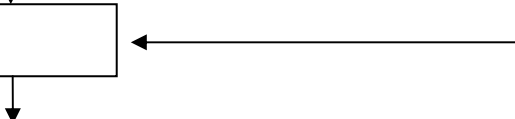
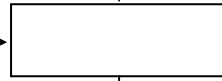
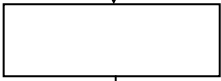
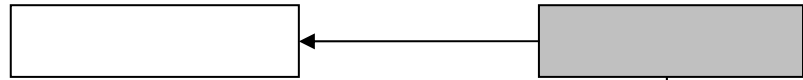


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66-61	





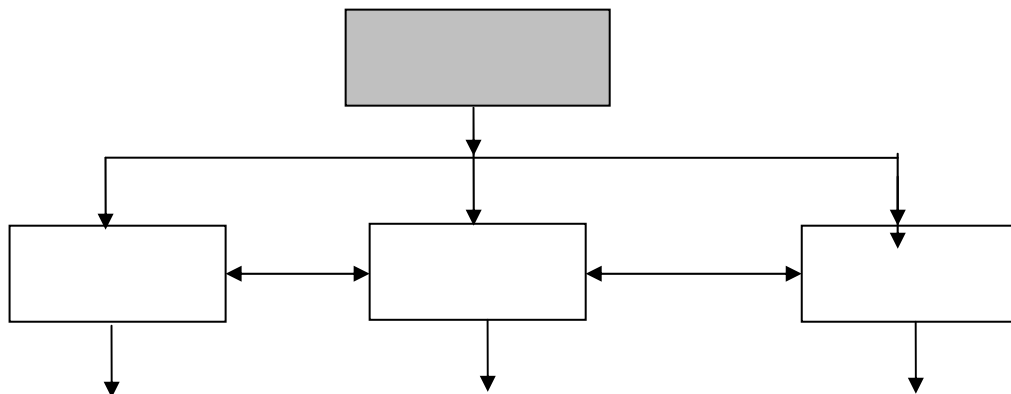
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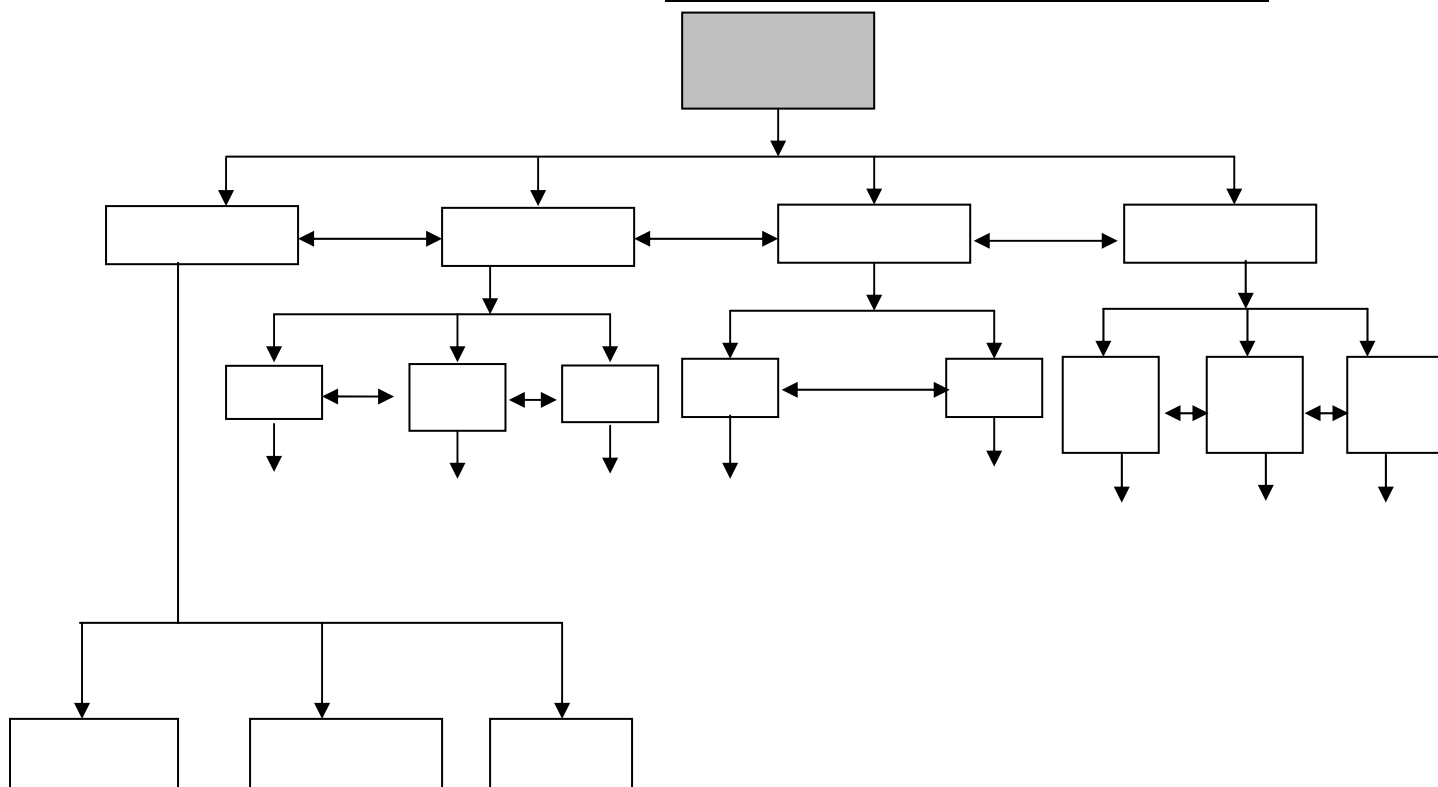
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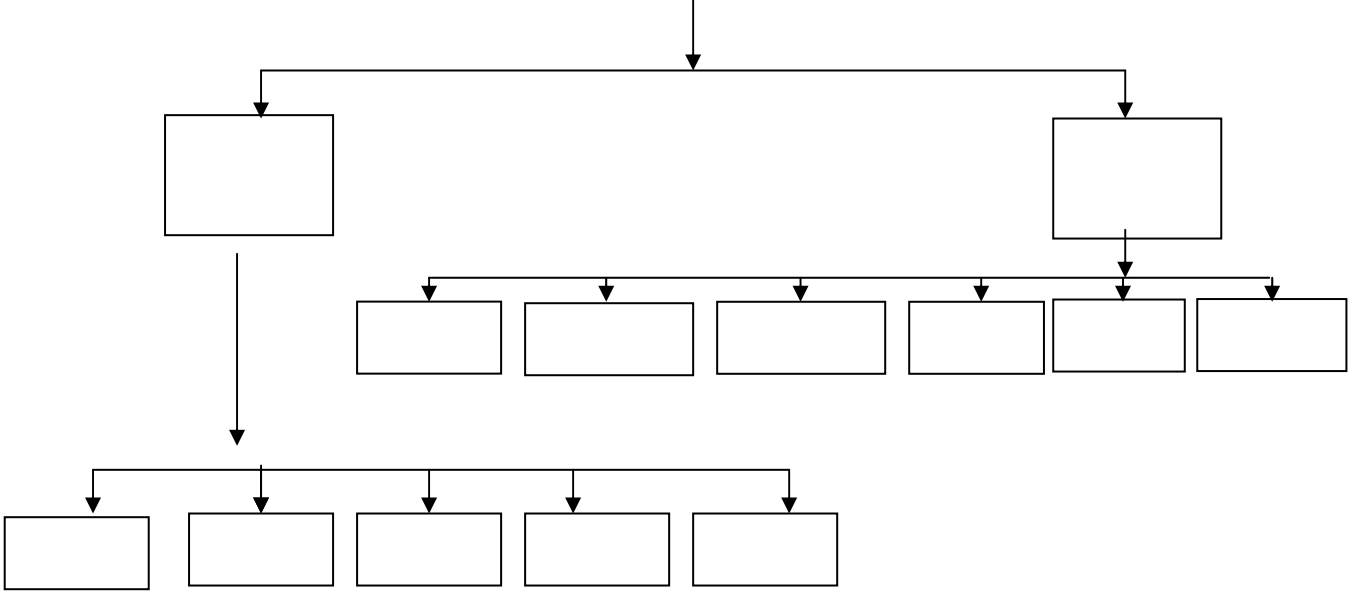
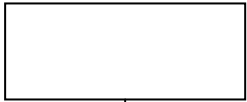
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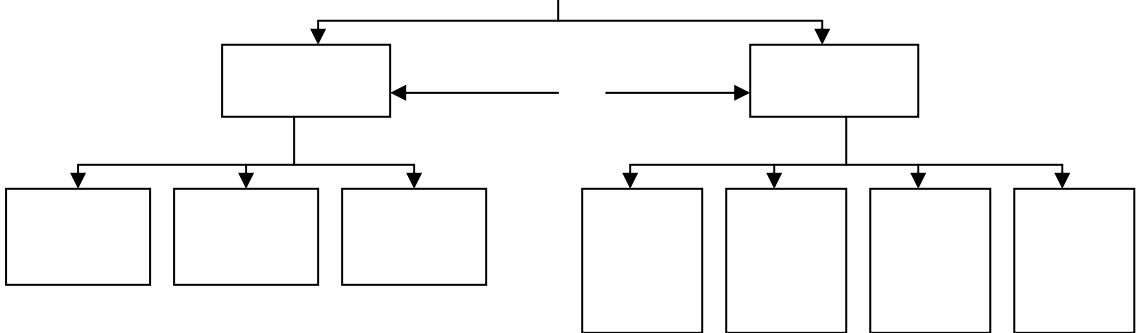
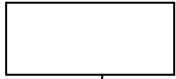
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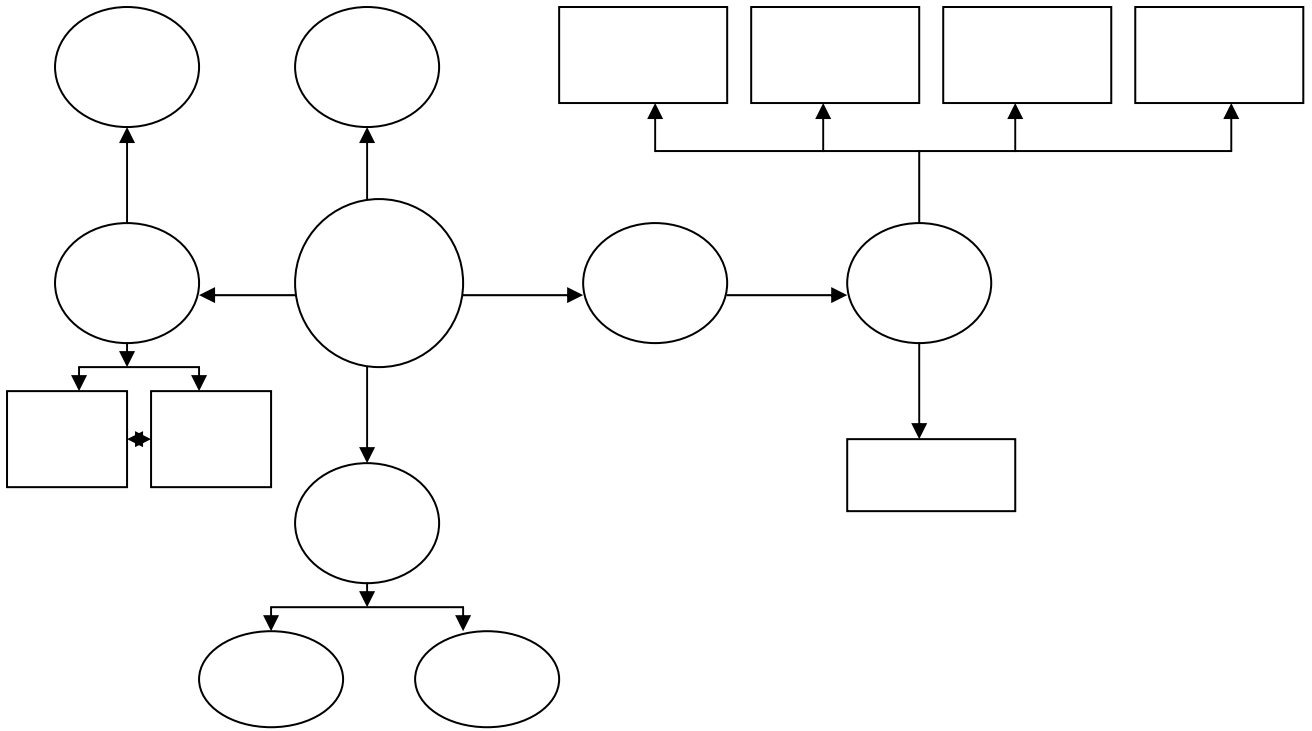
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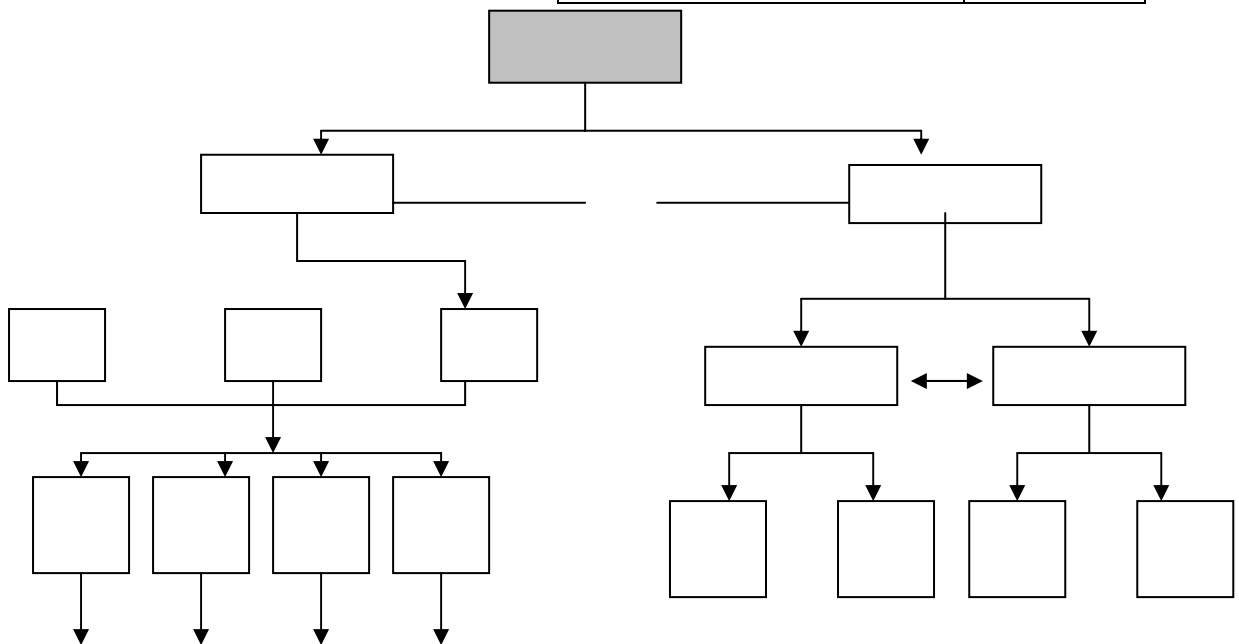




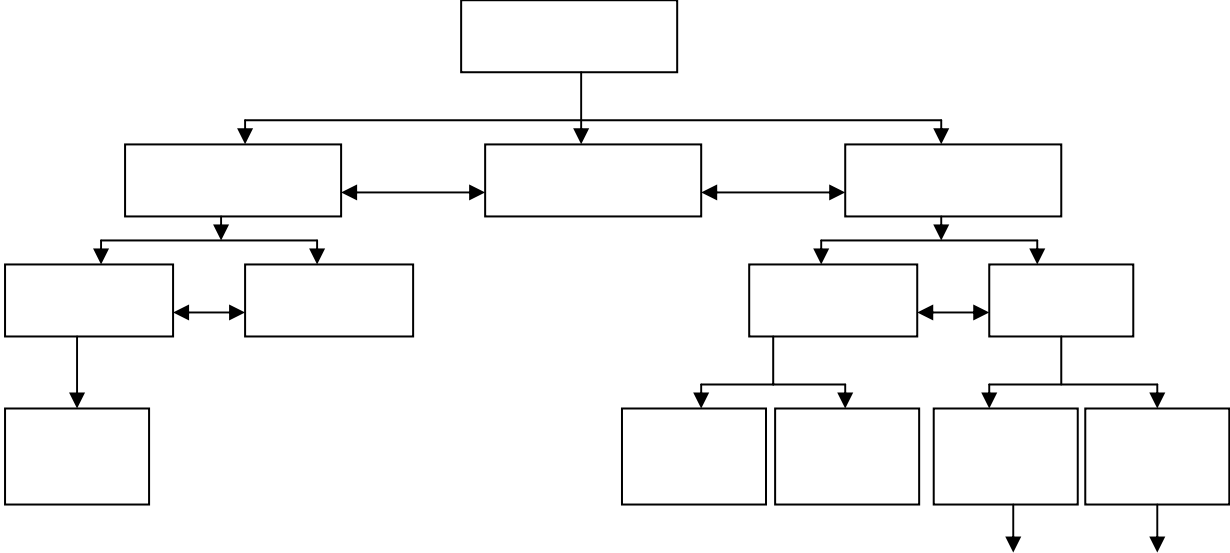
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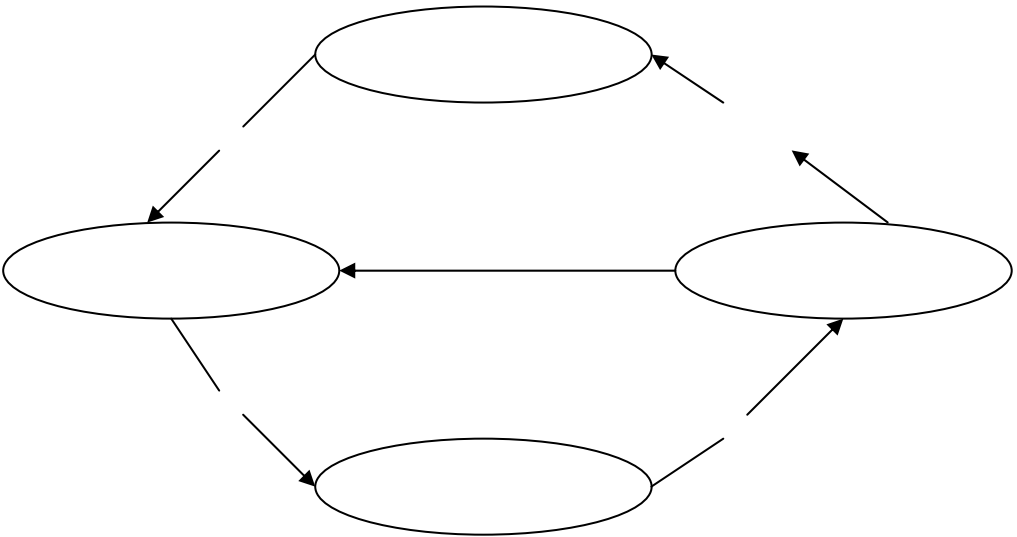
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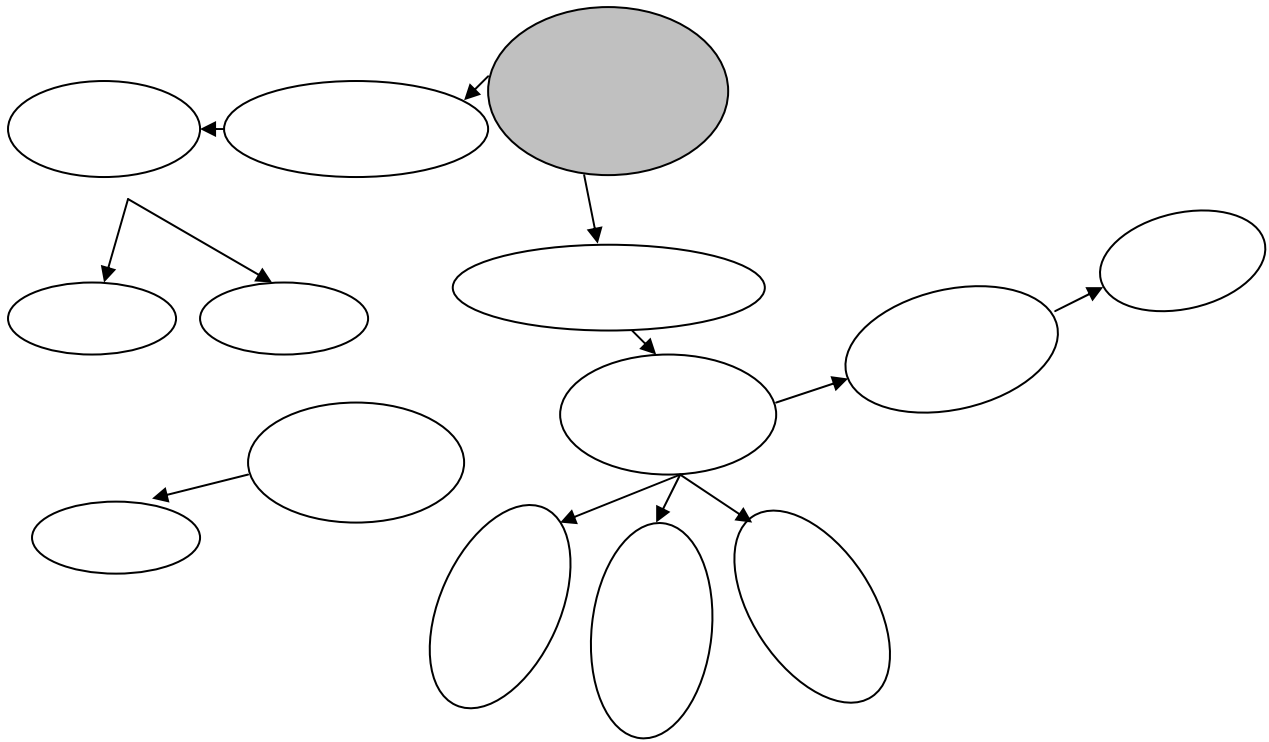
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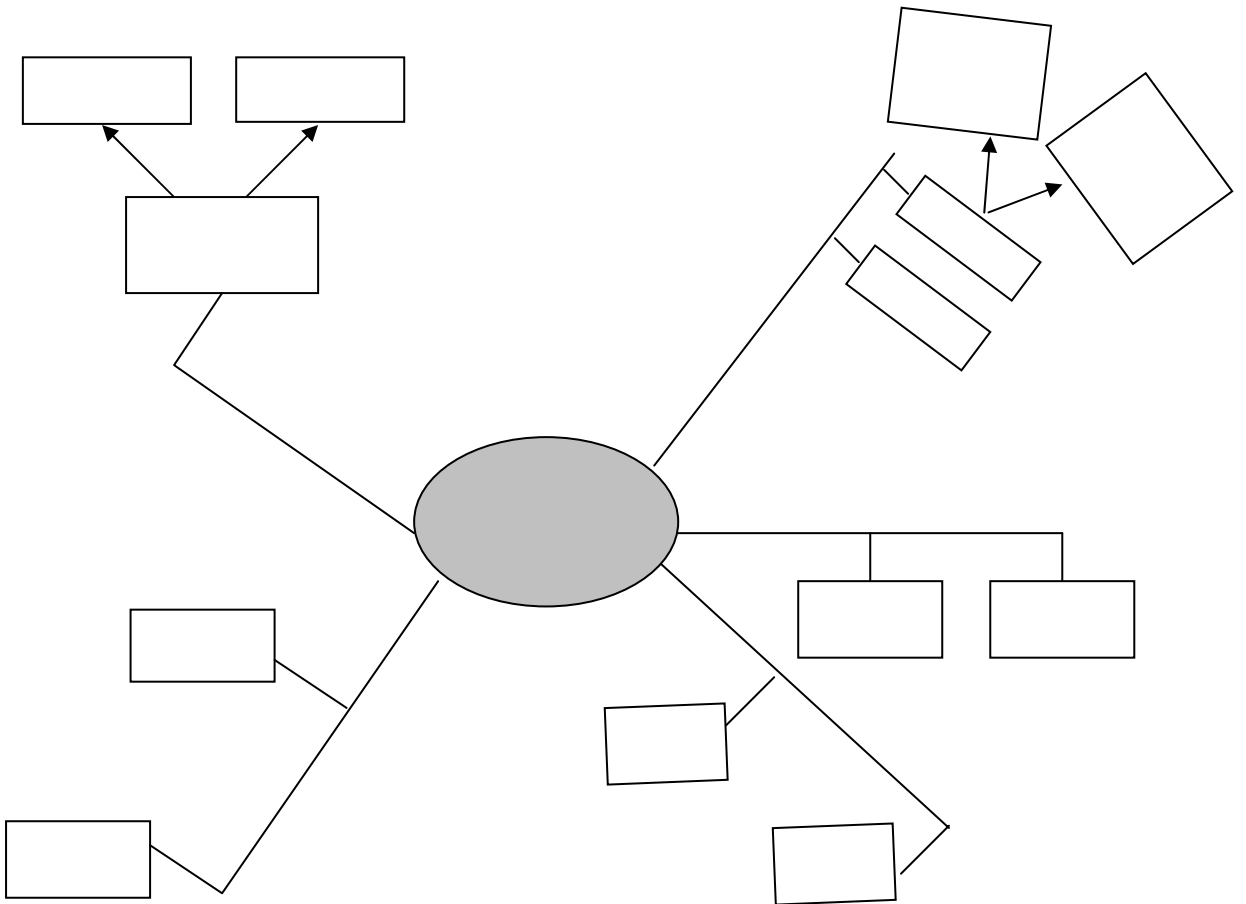
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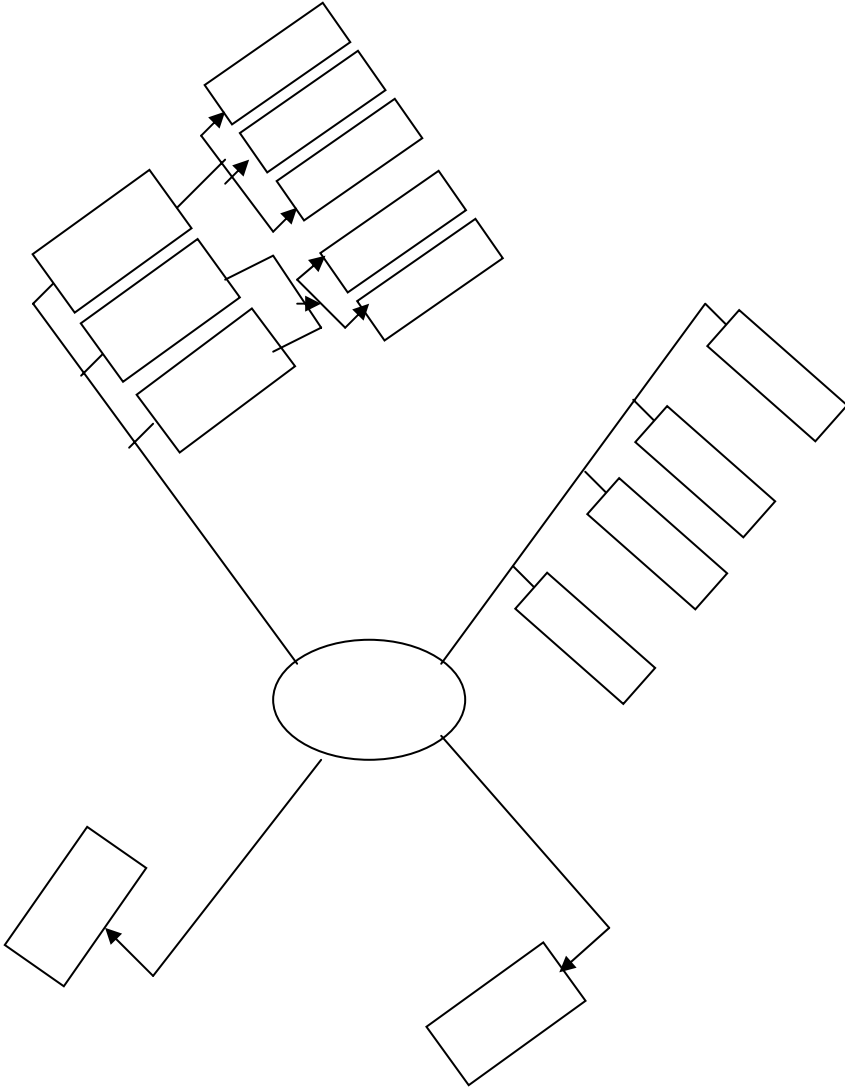
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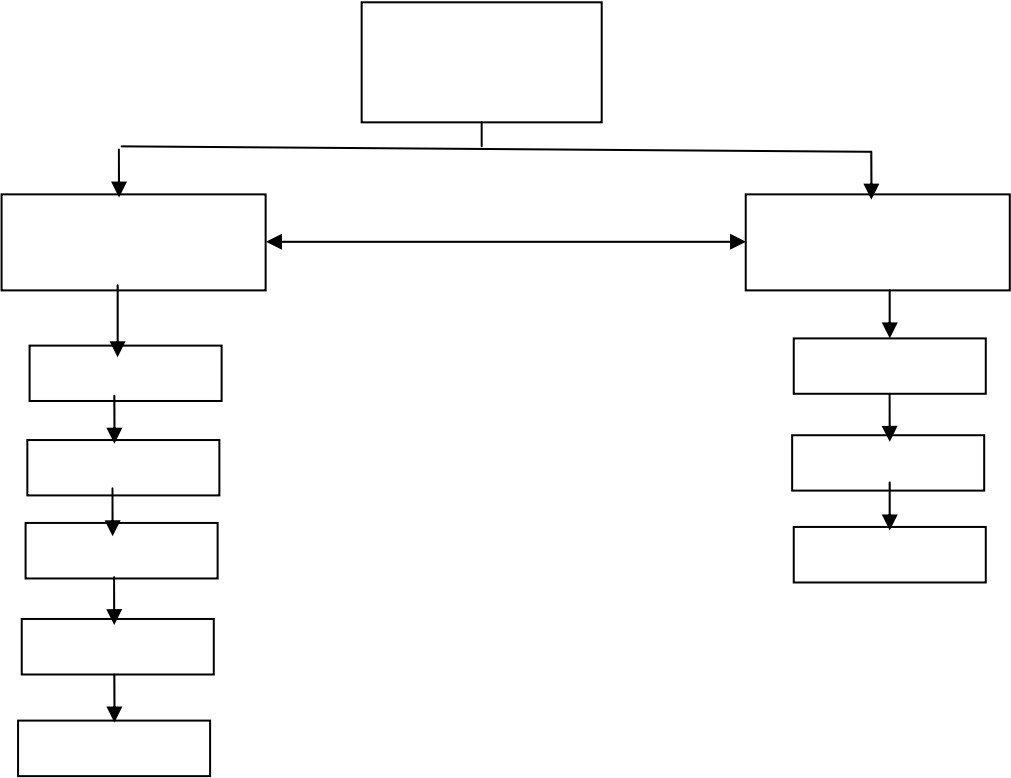
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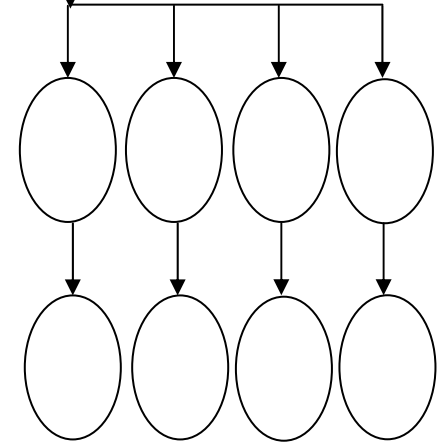
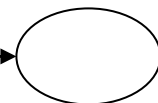
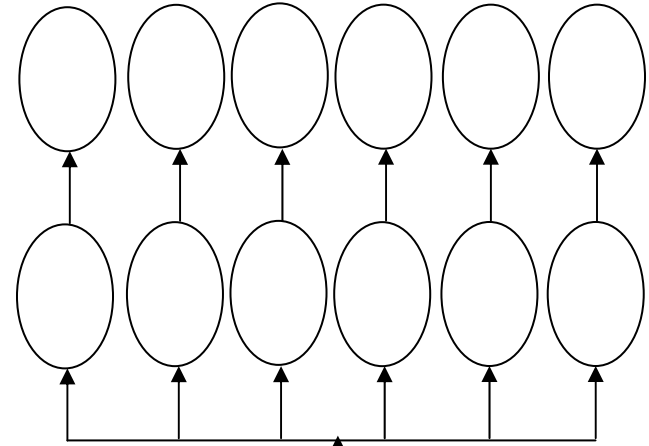
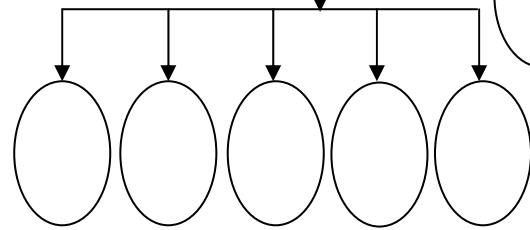
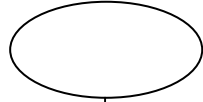
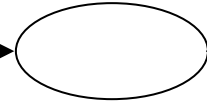
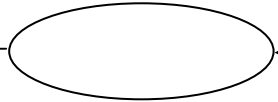
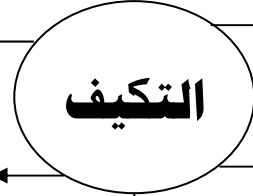
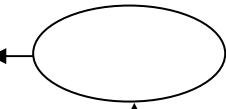
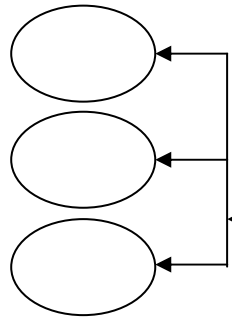
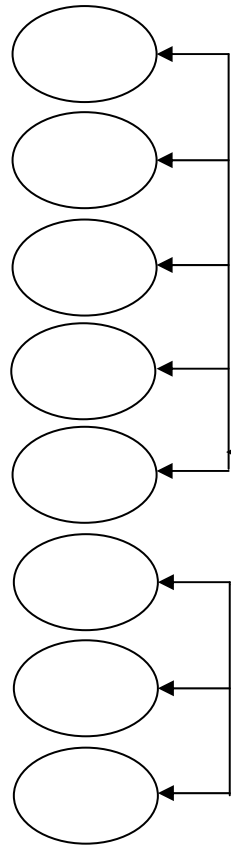


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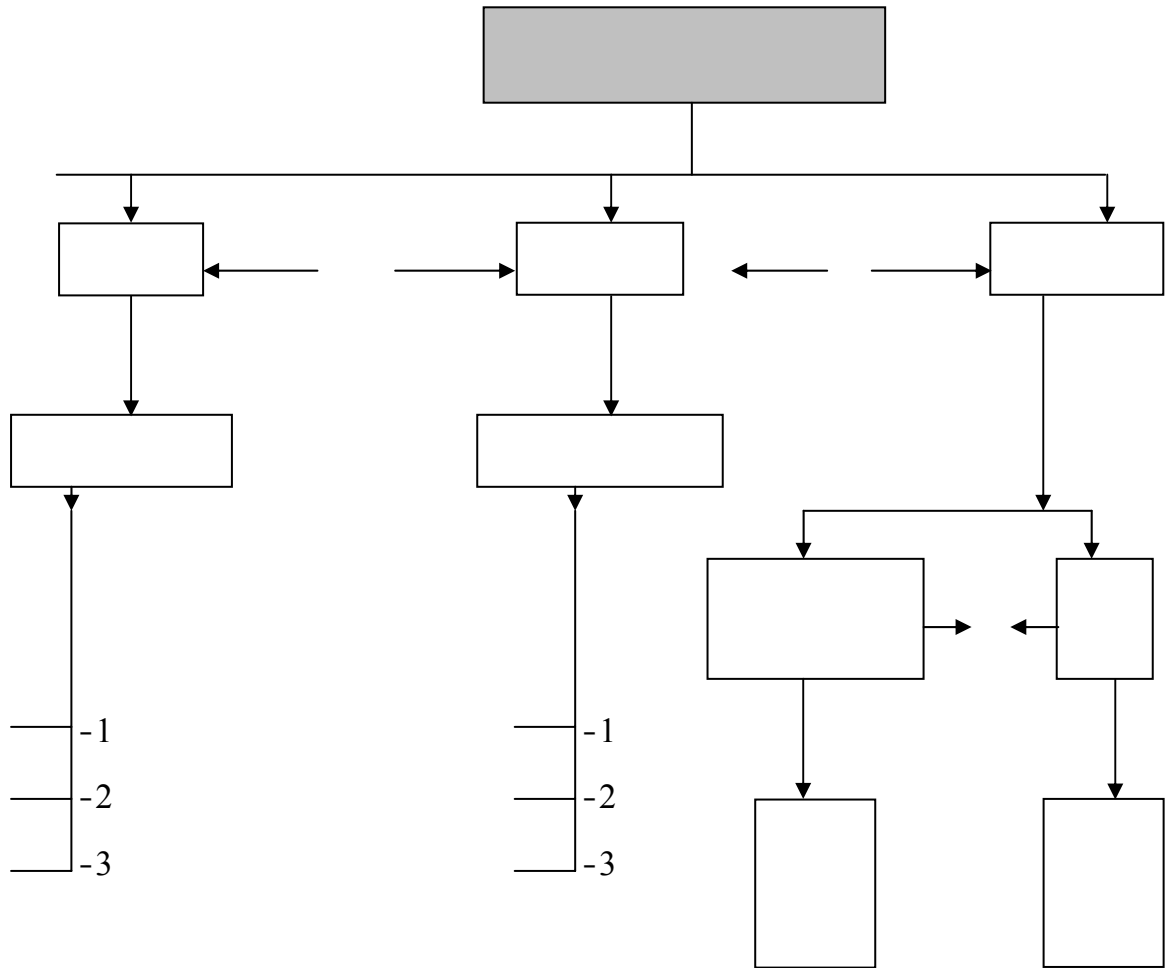




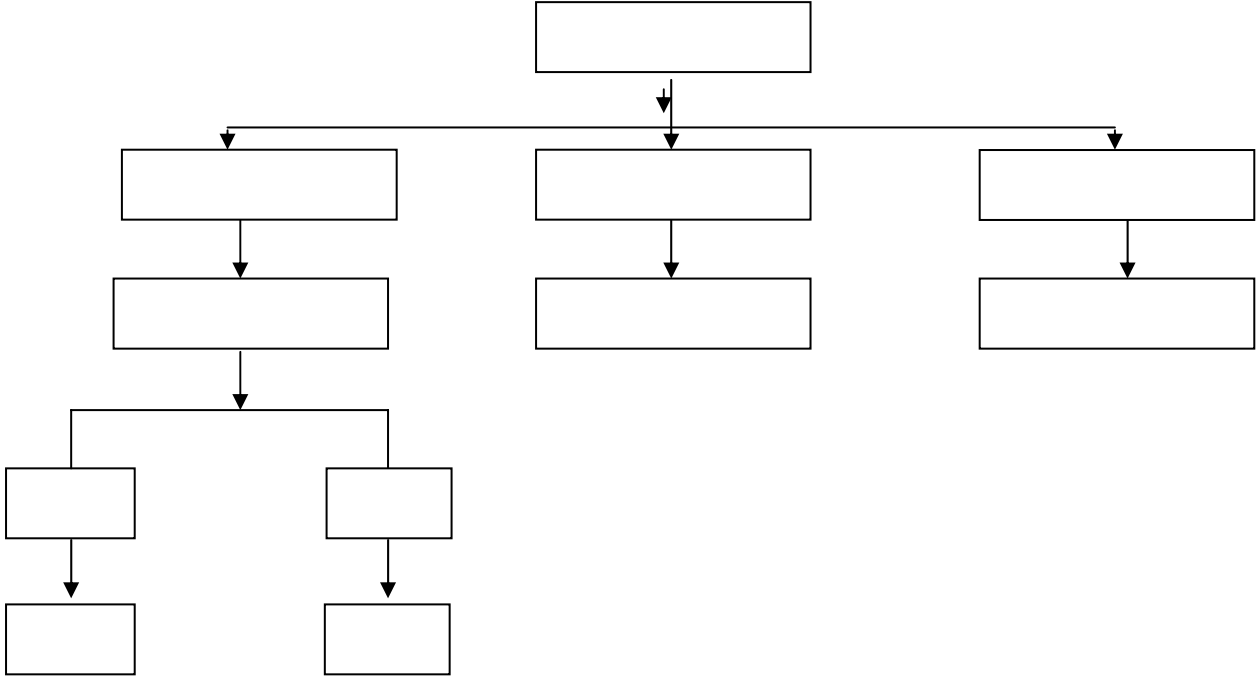
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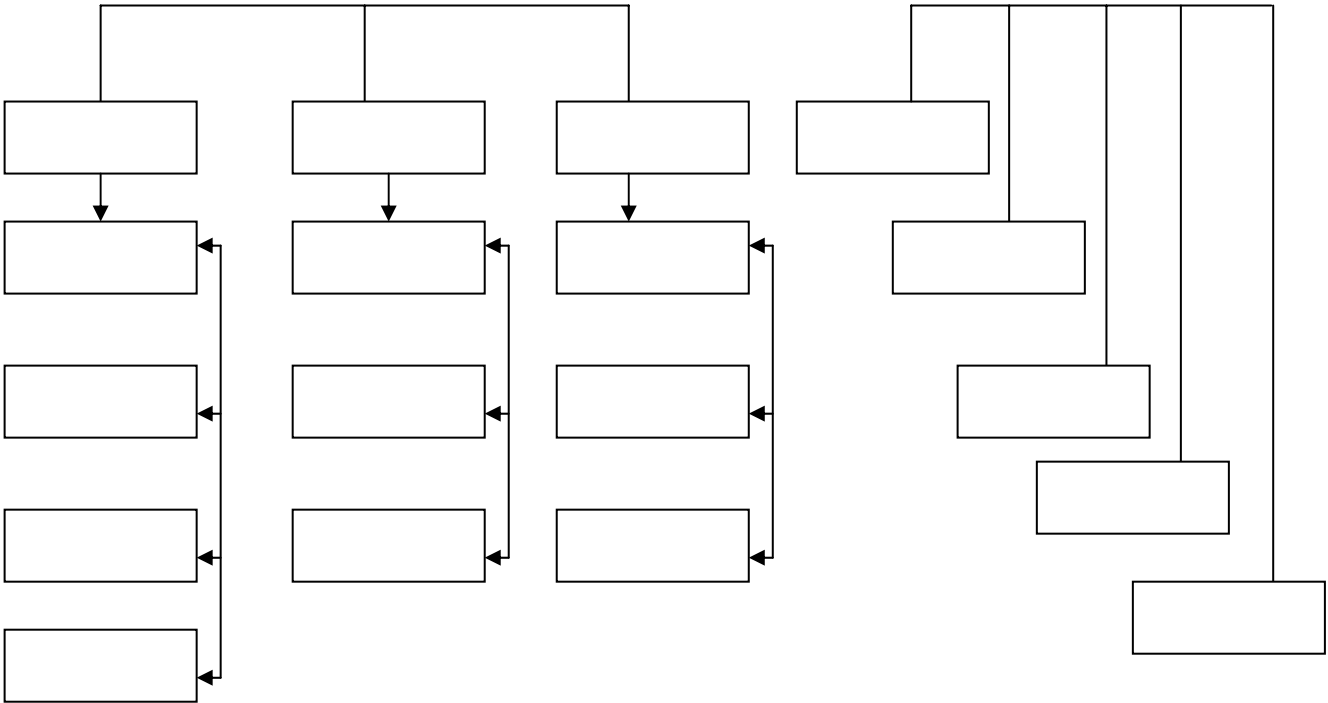
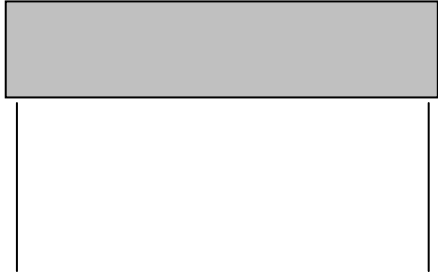
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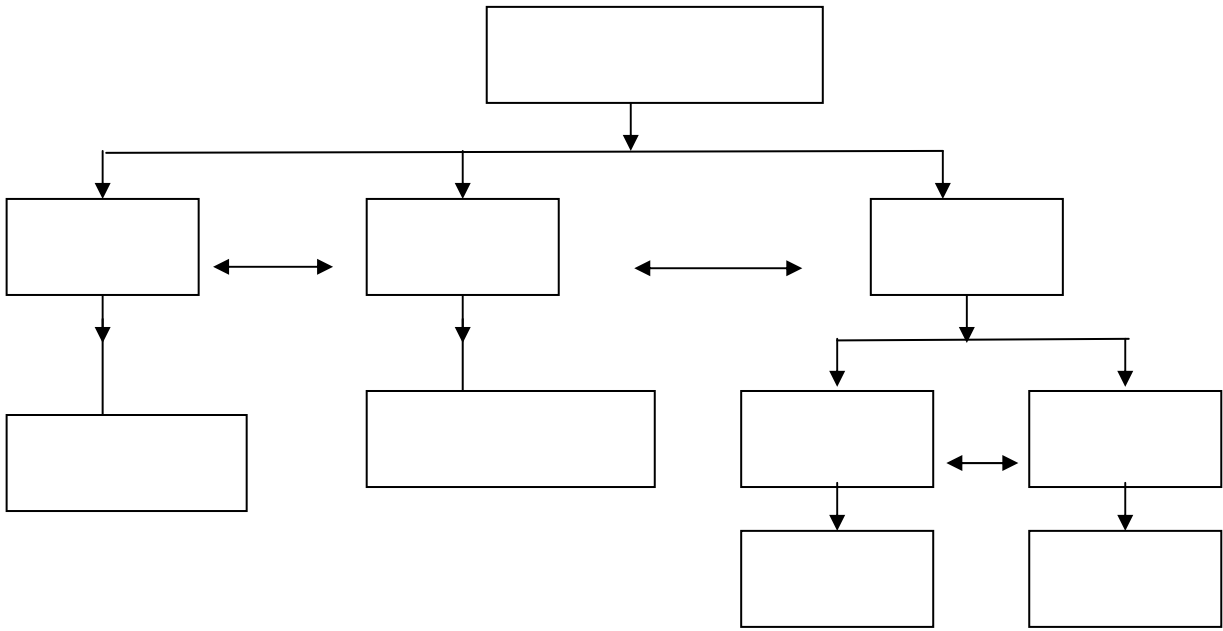
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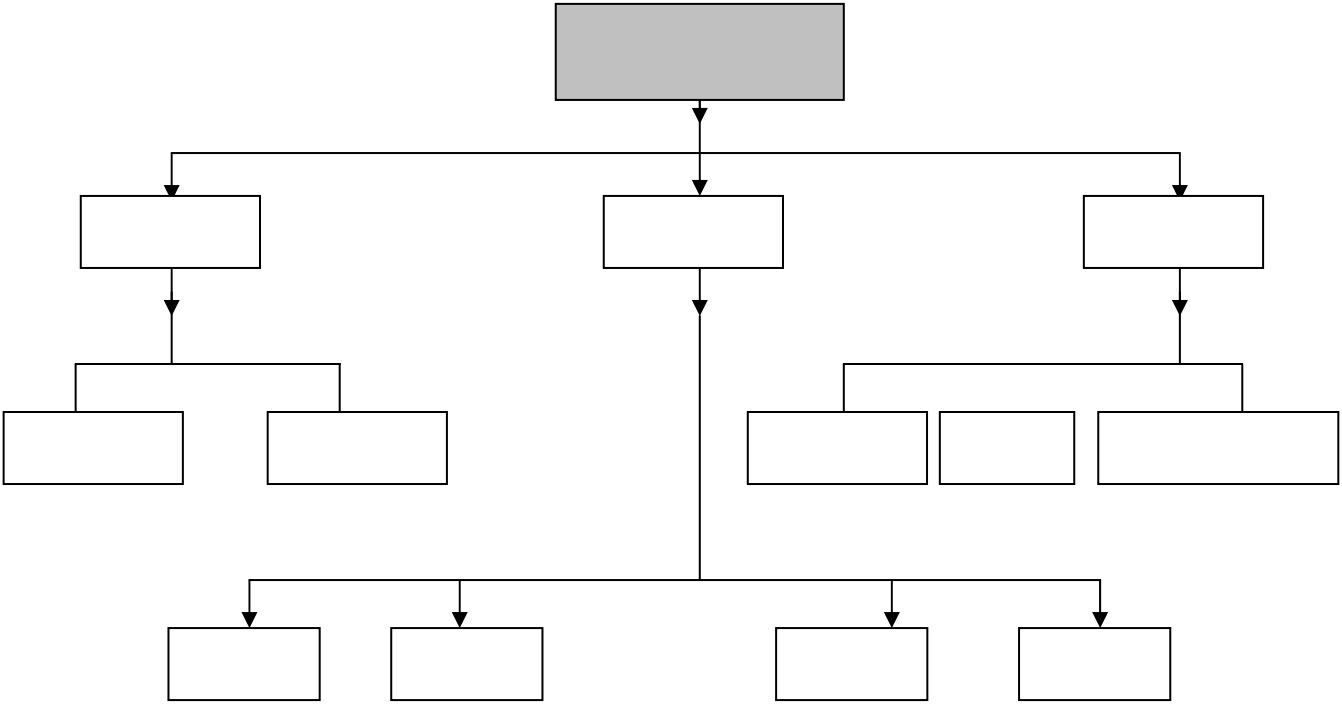
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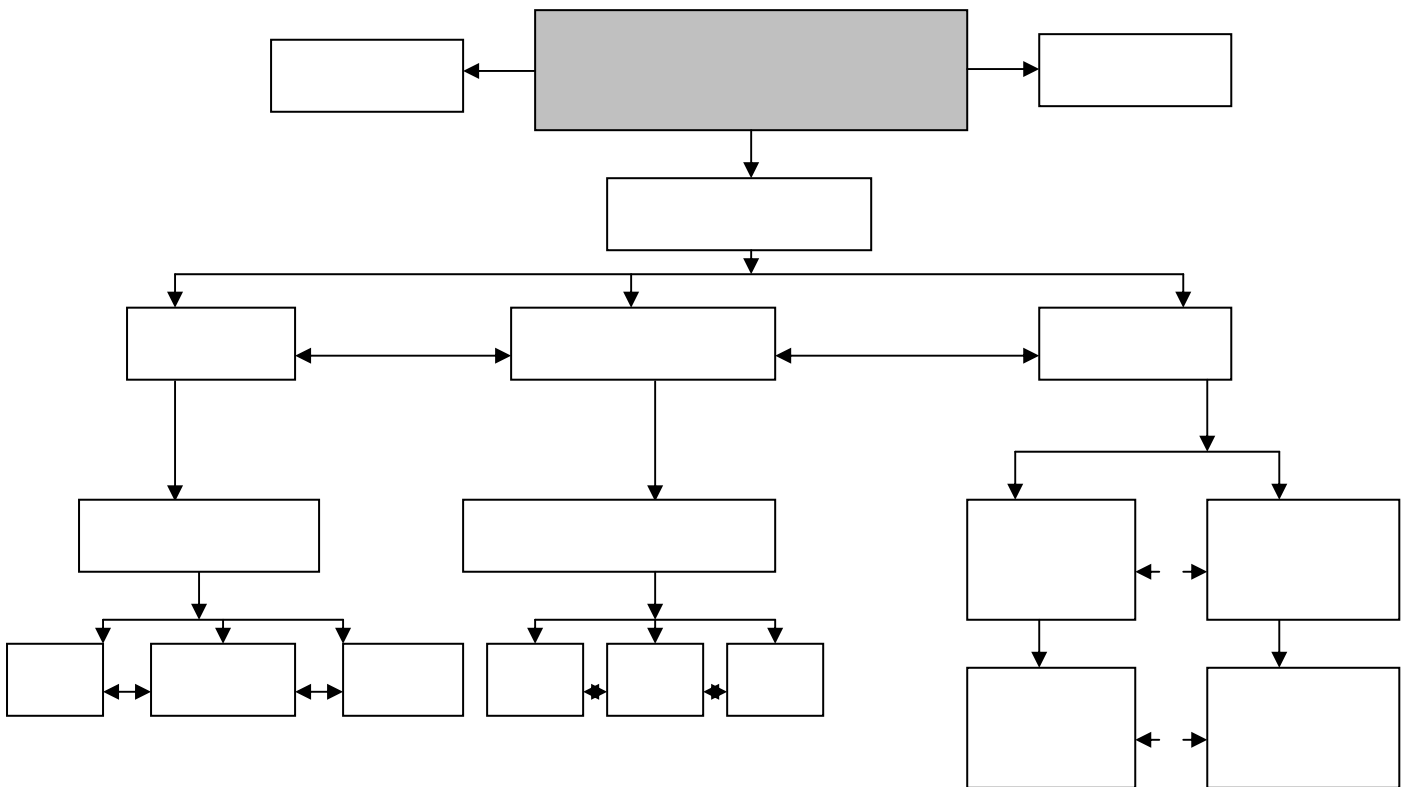


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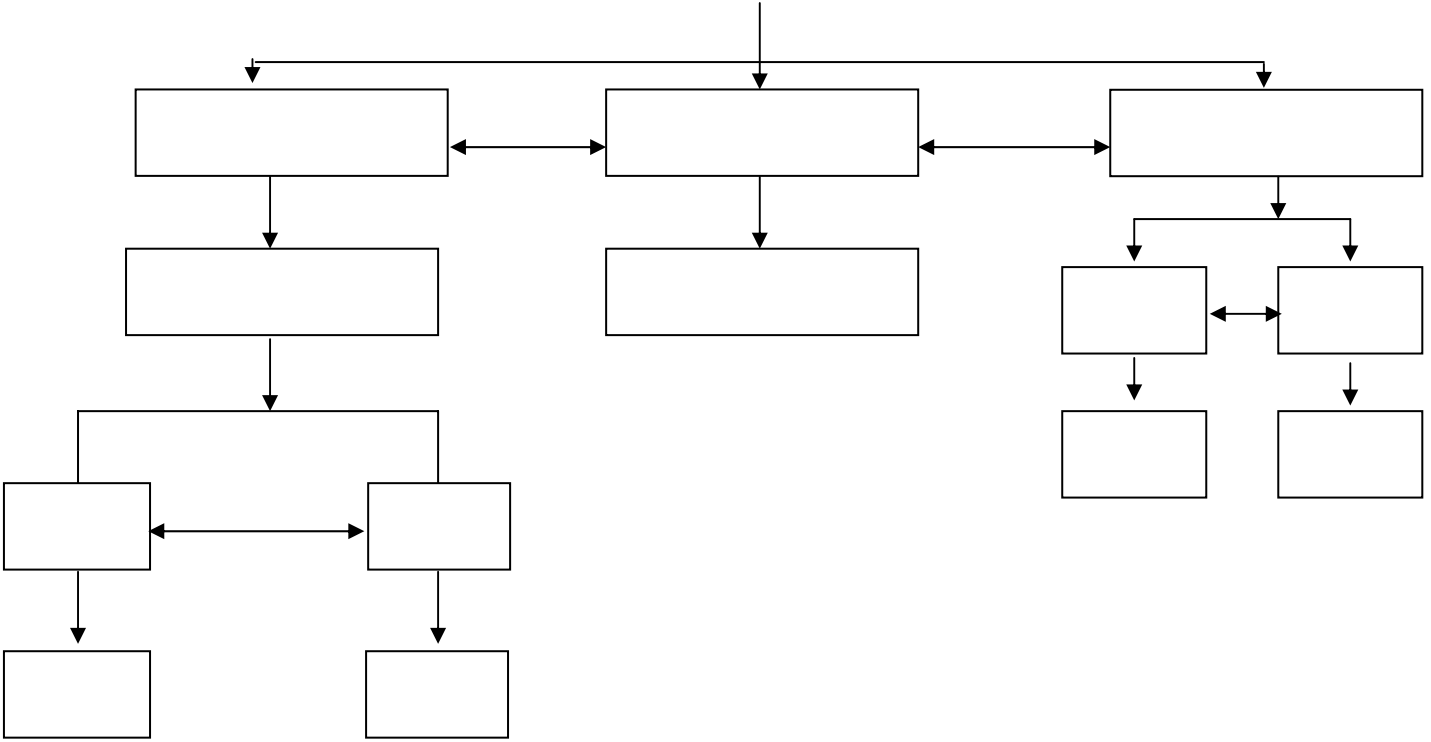
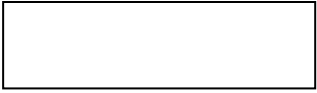


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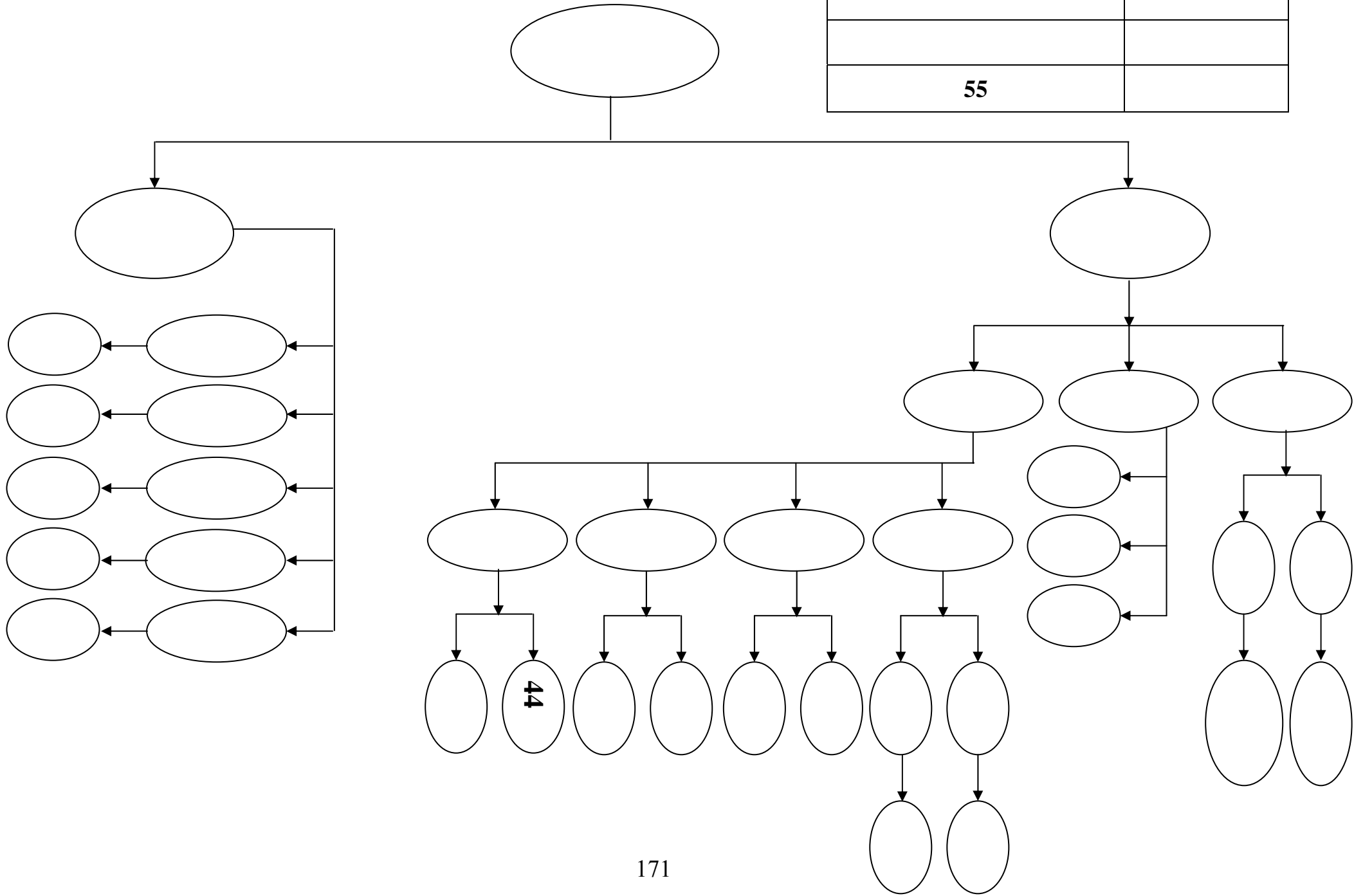
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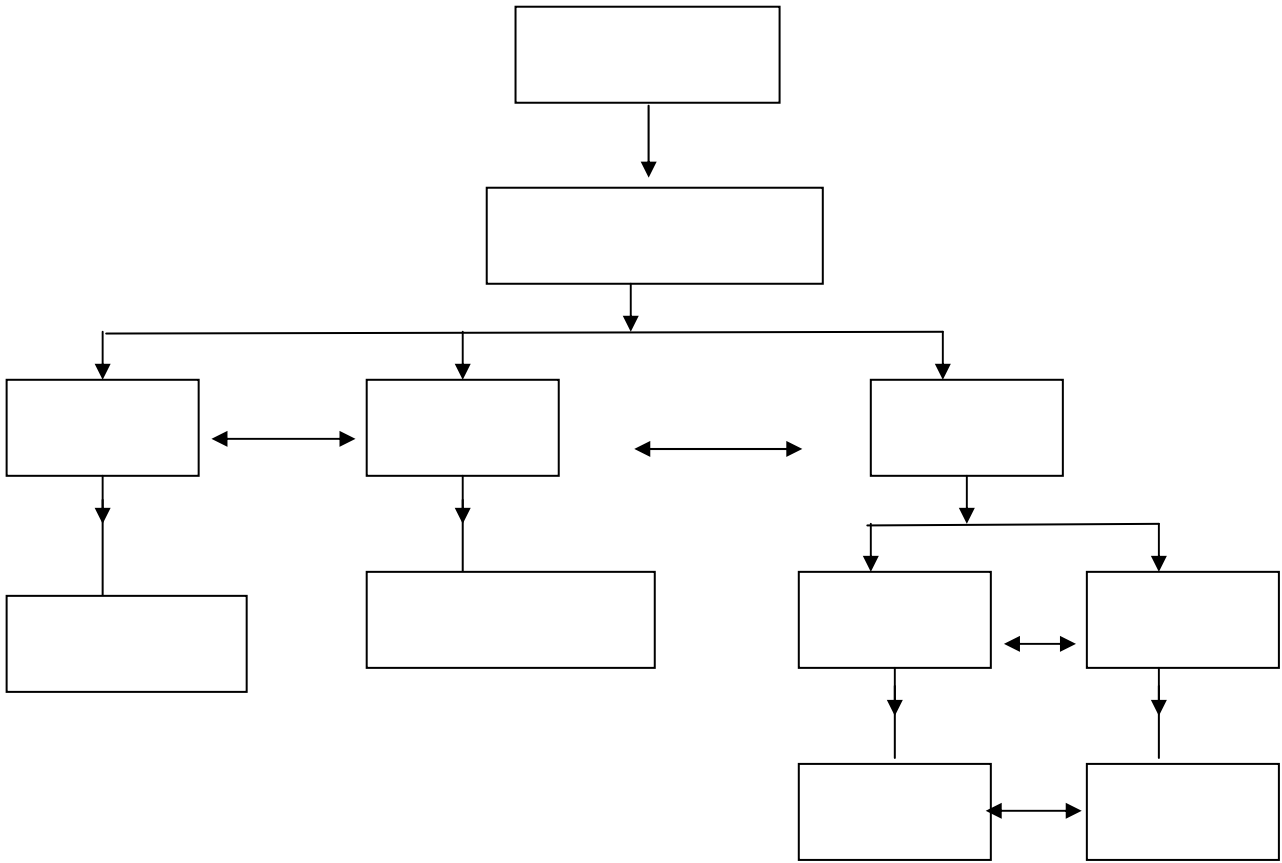
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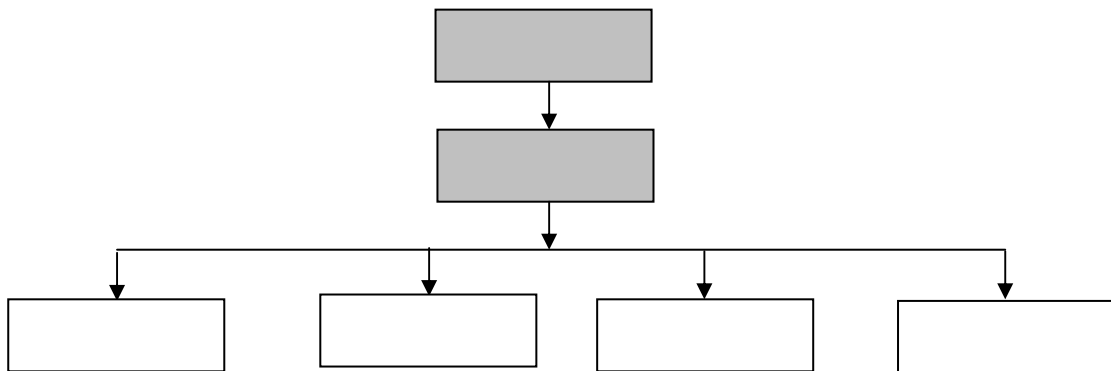


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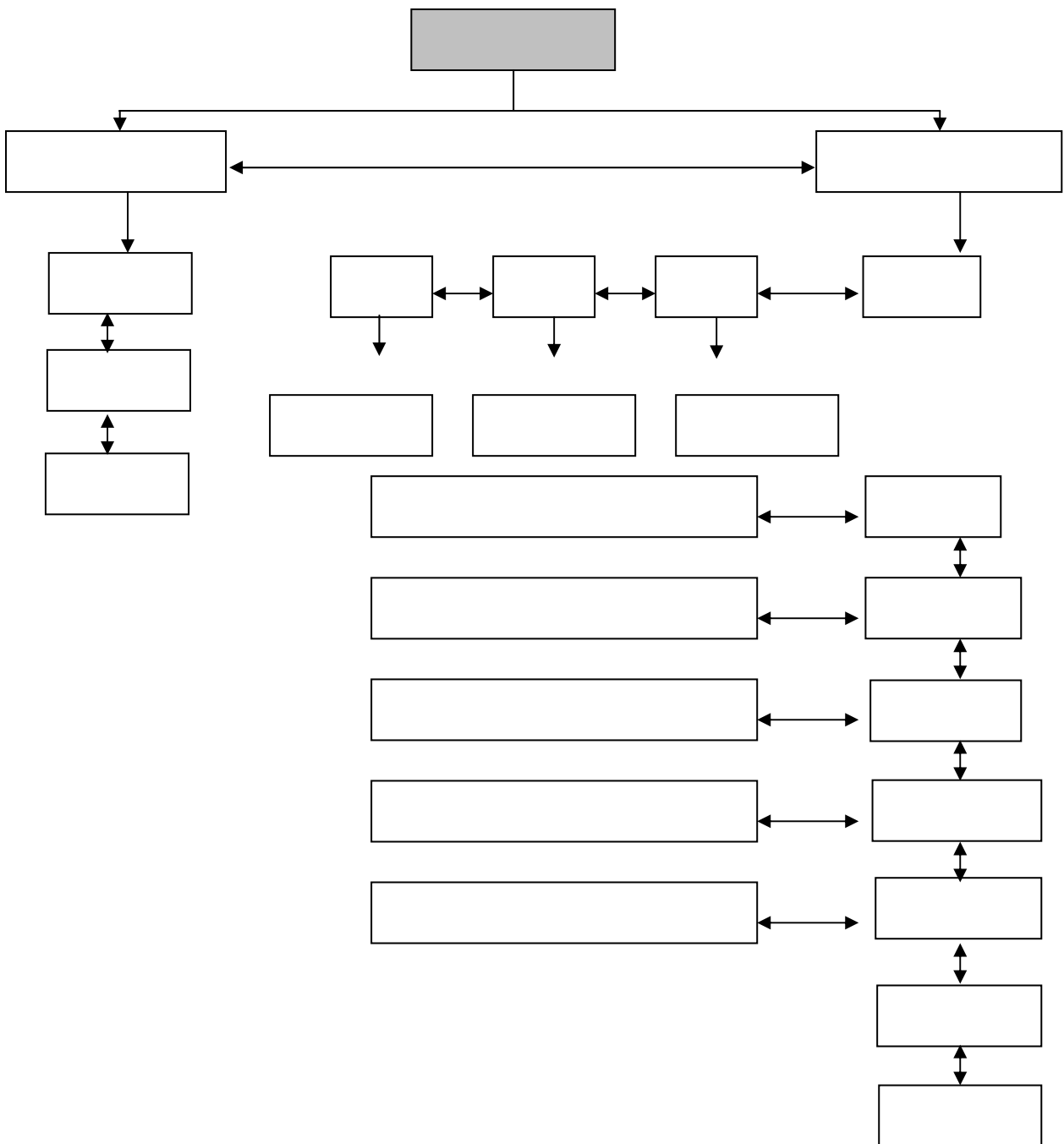


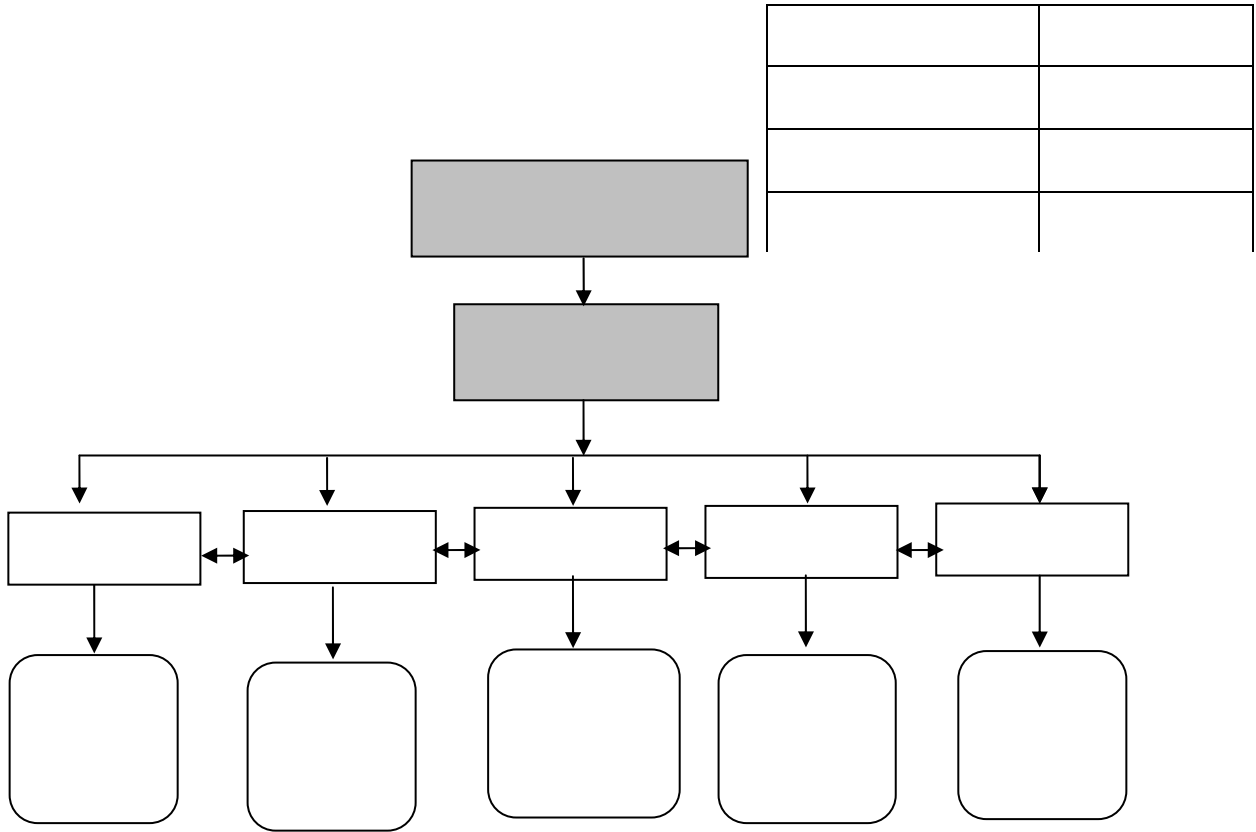
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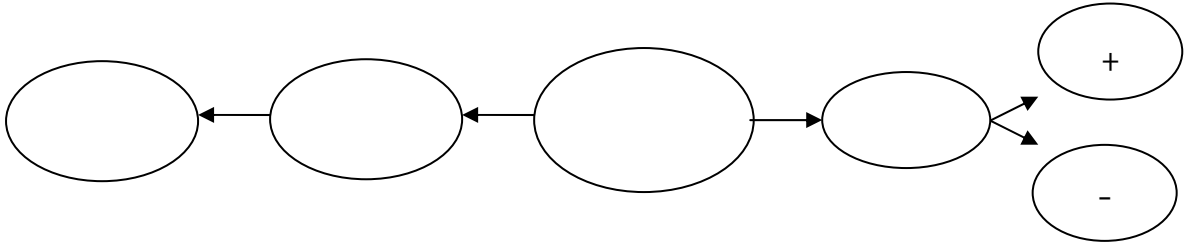


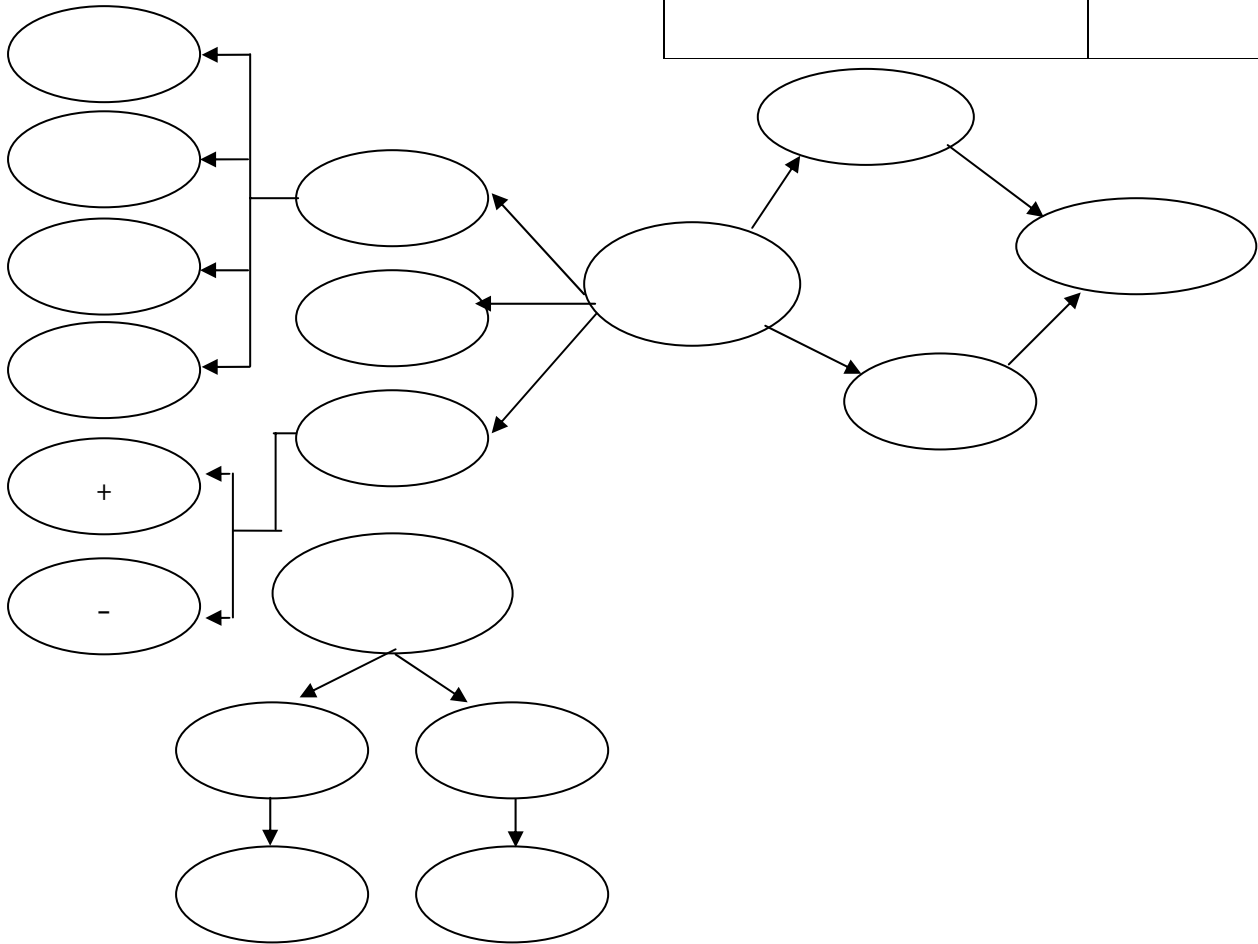


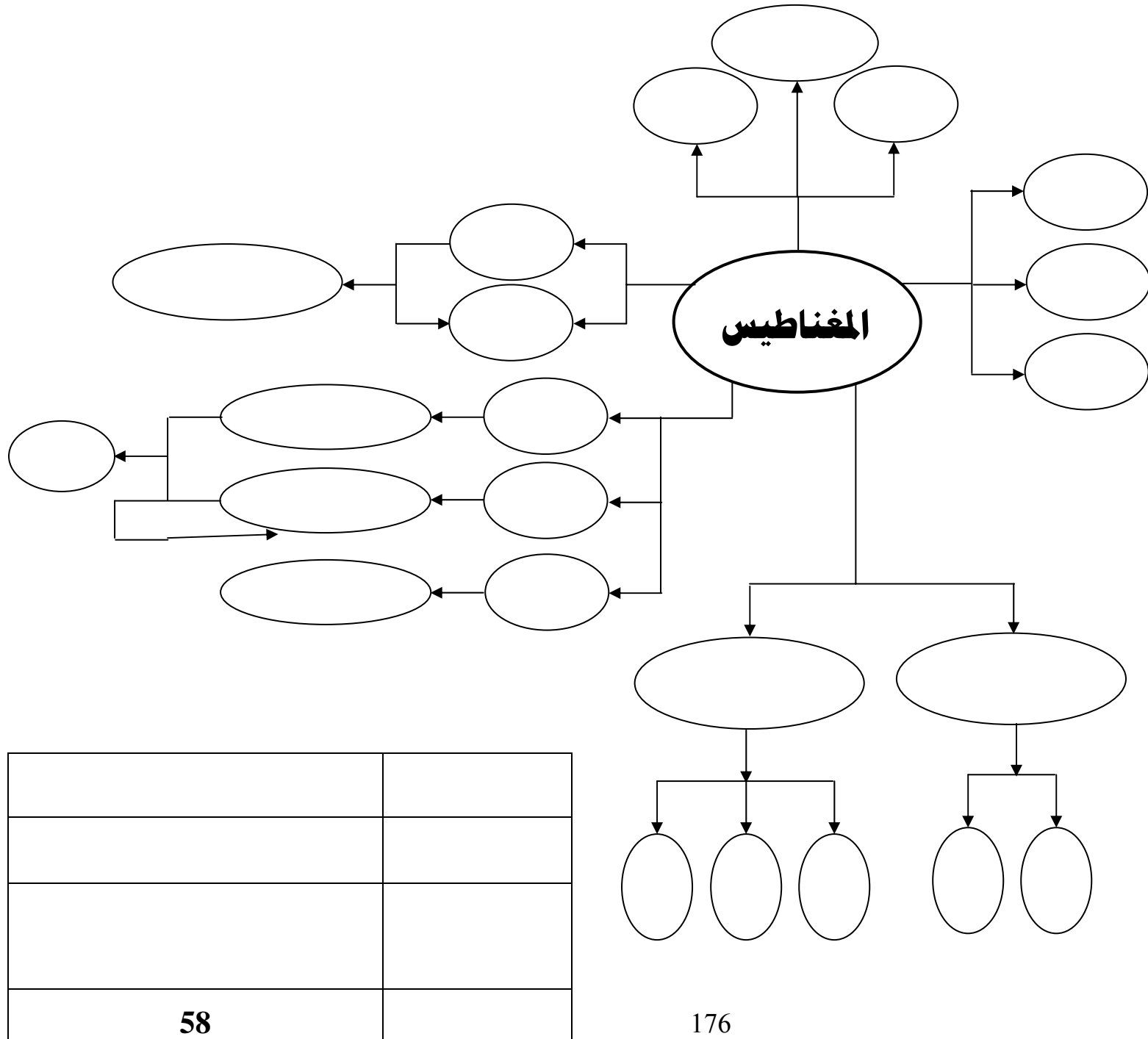
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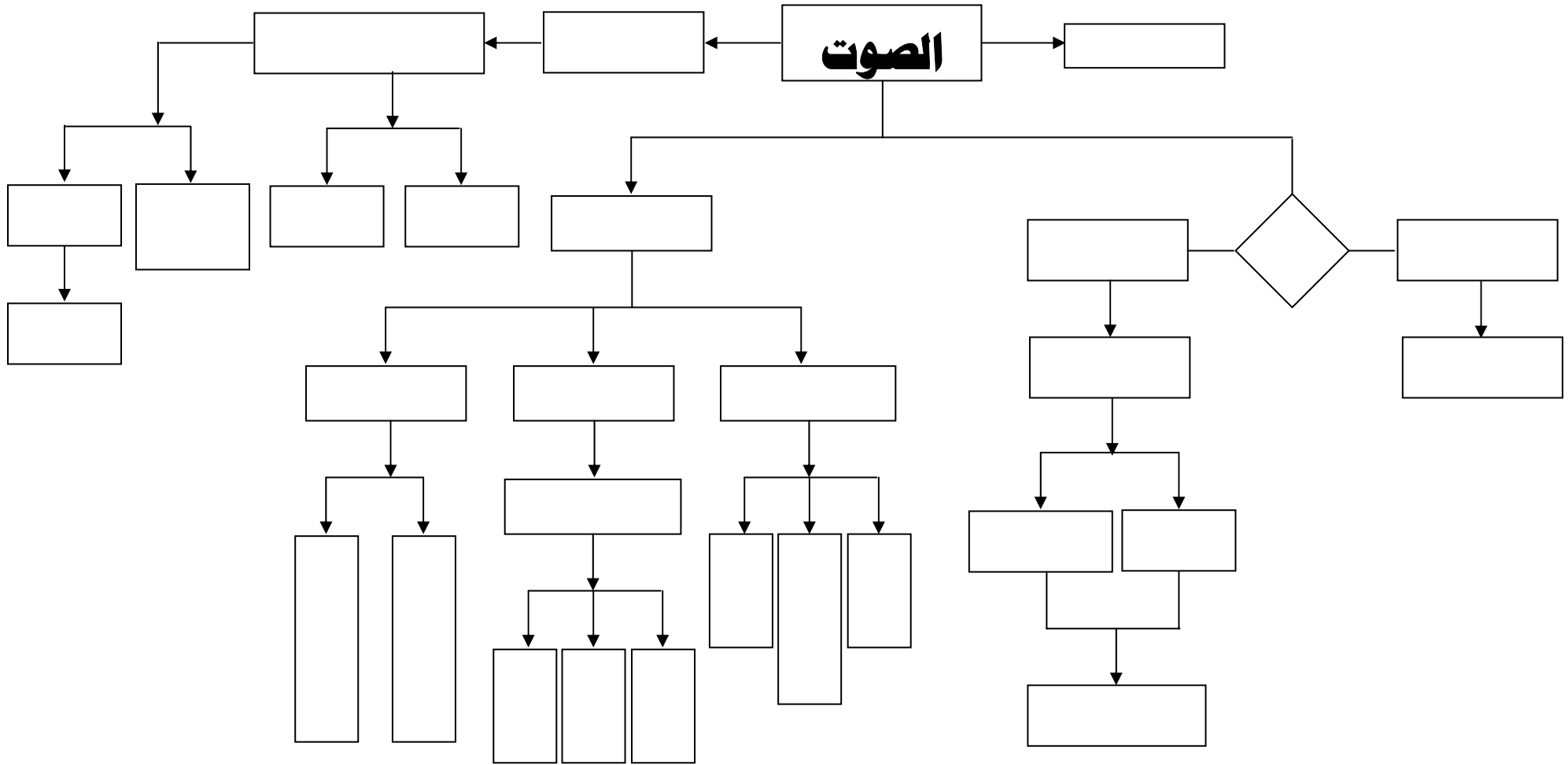




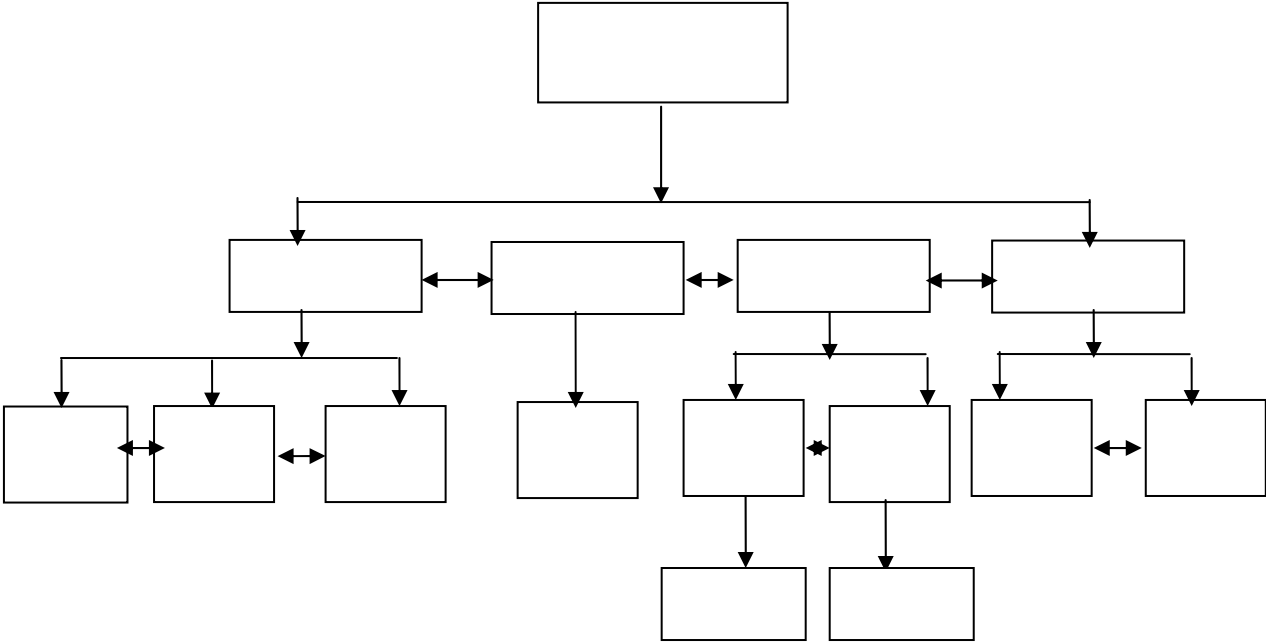




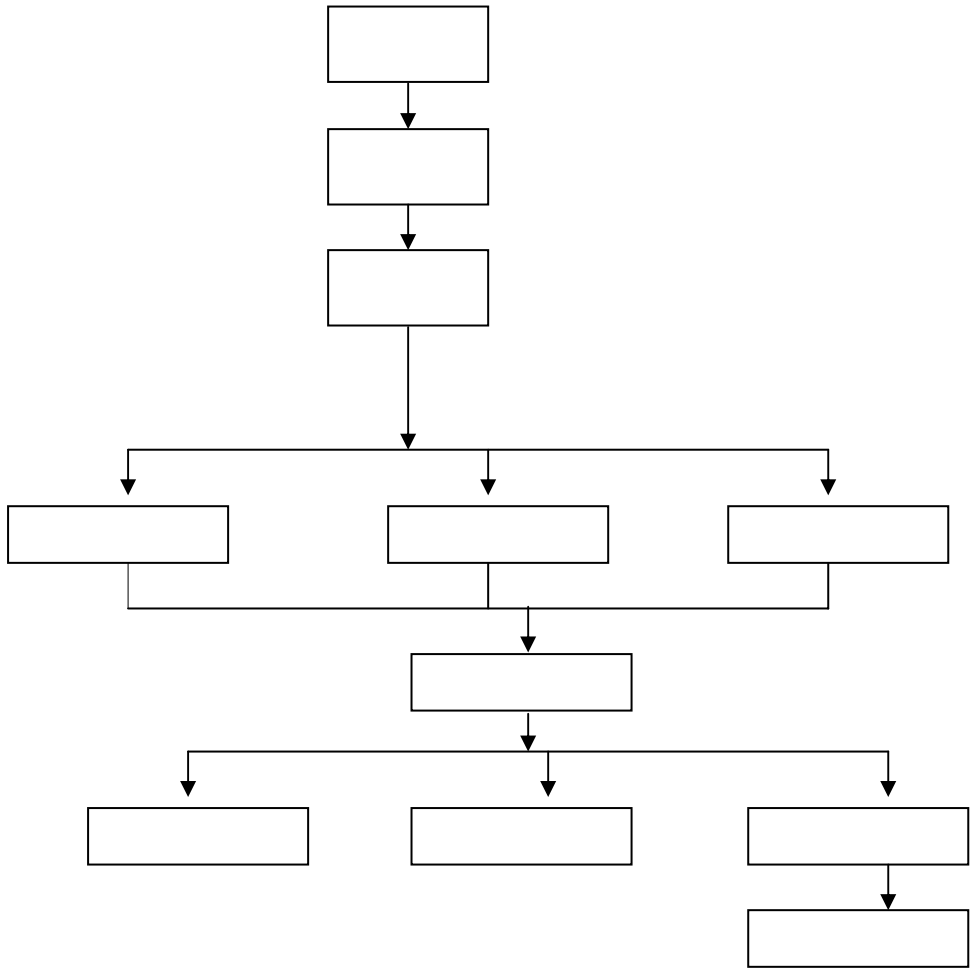




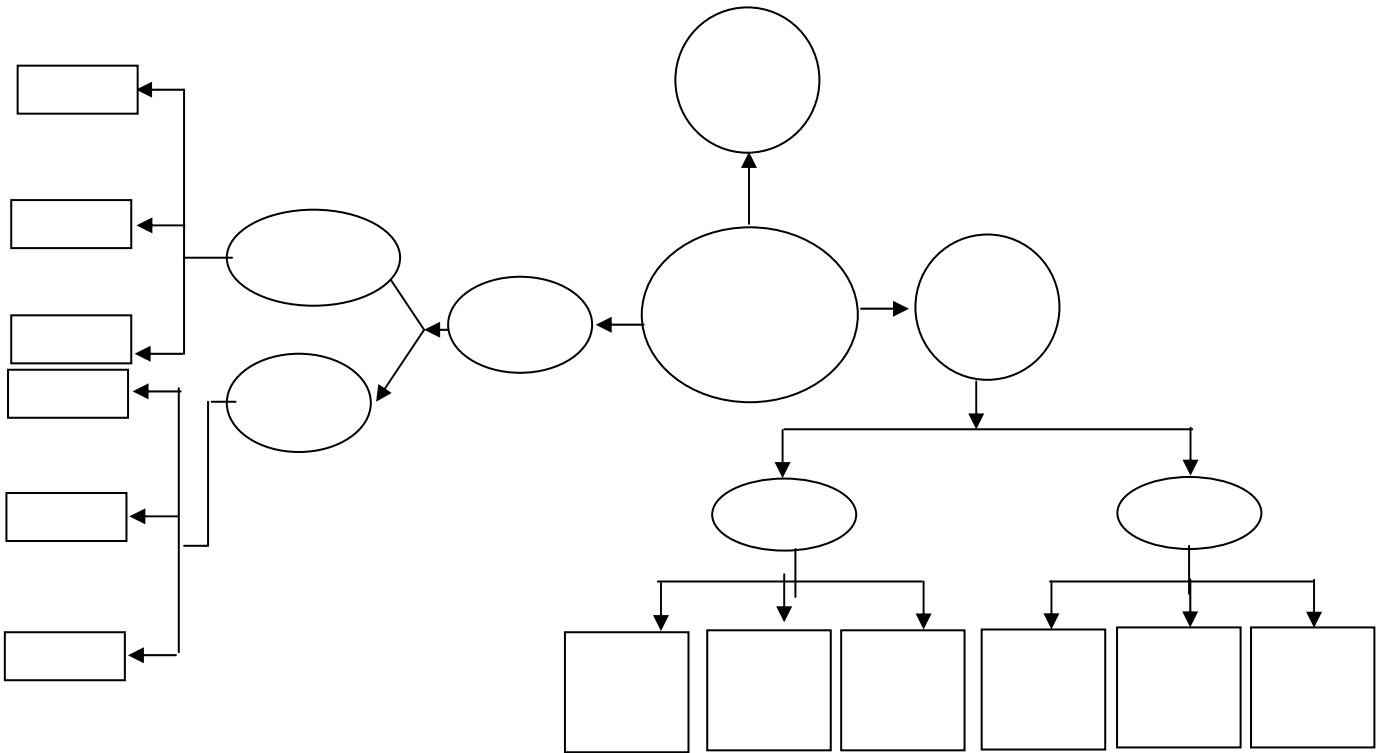
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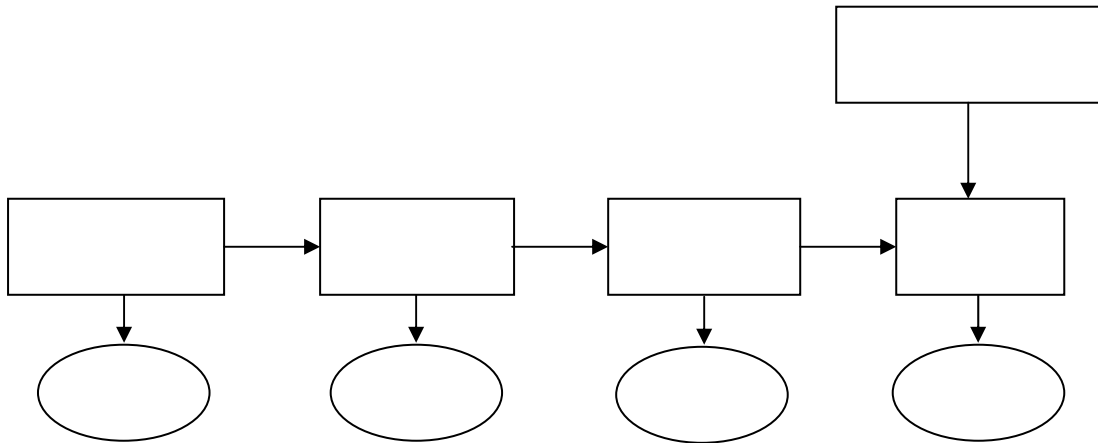
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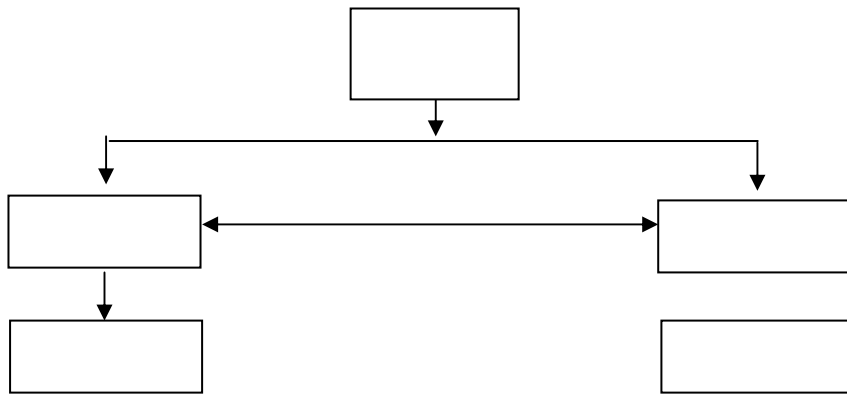


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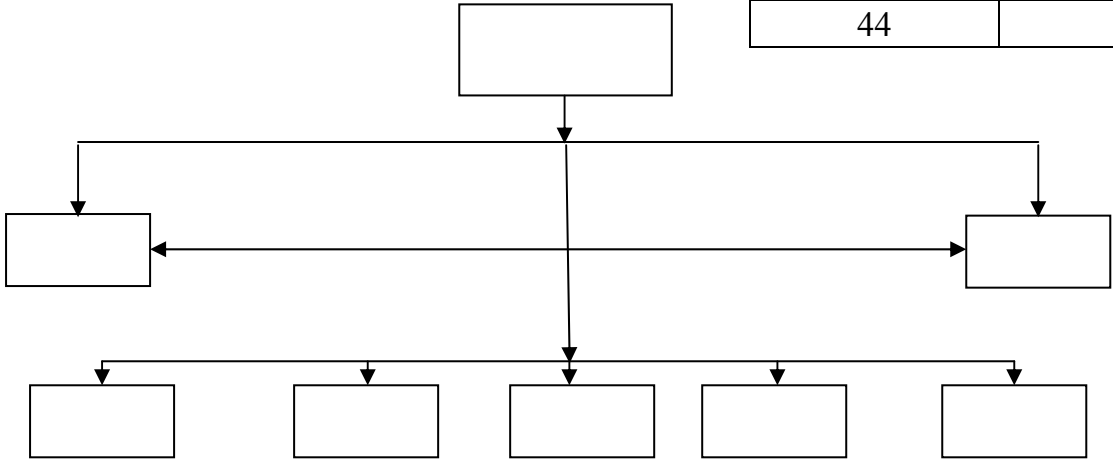


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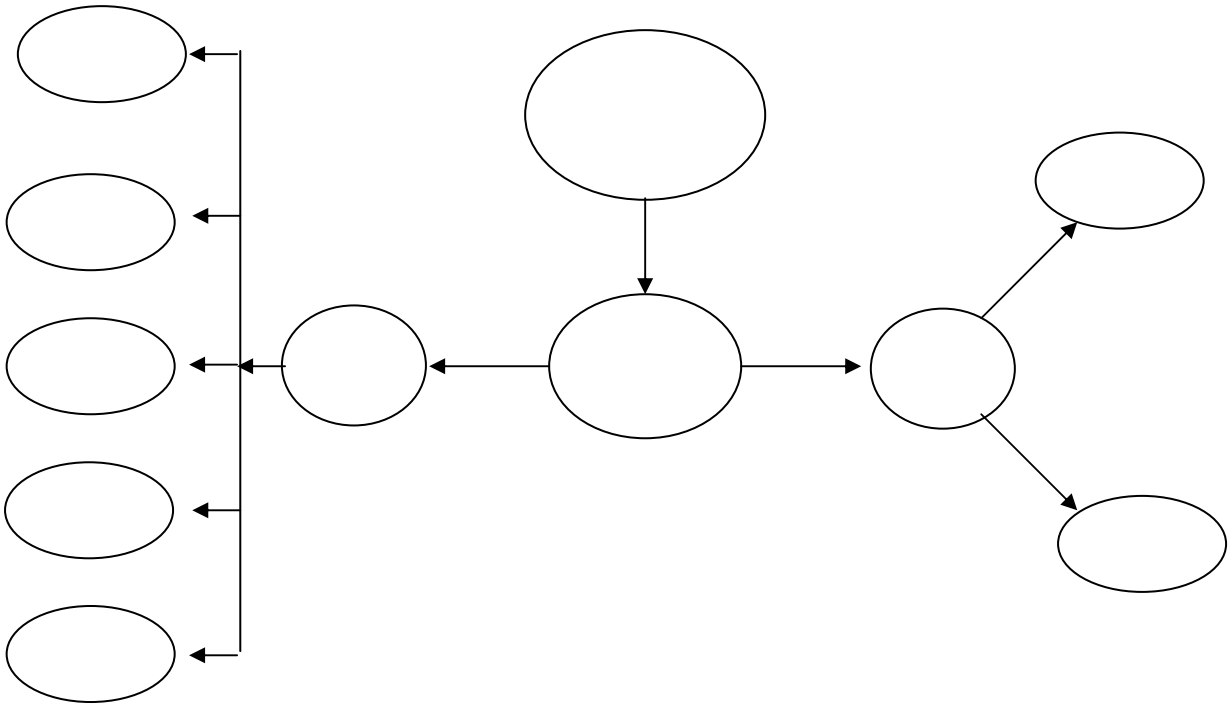


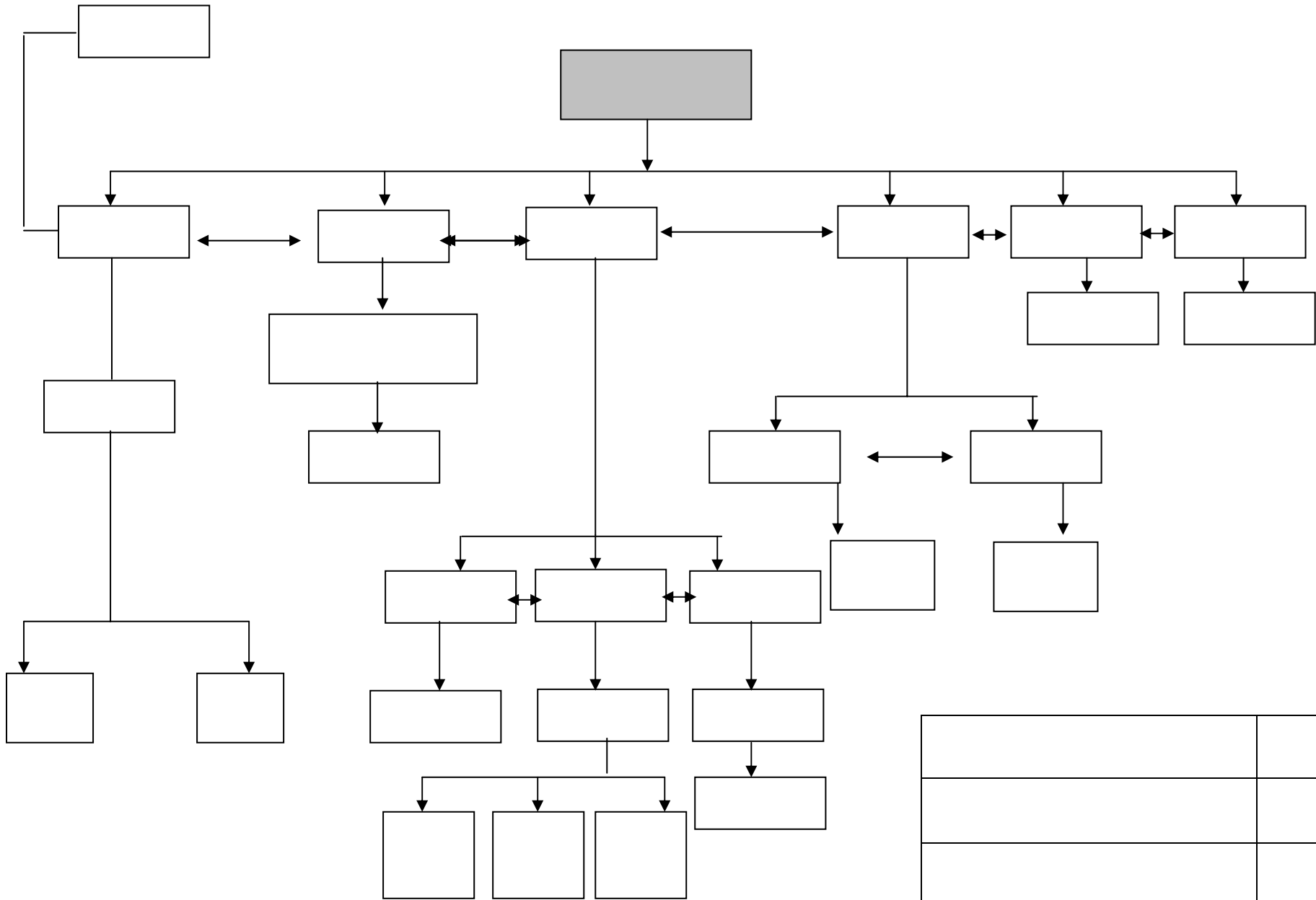


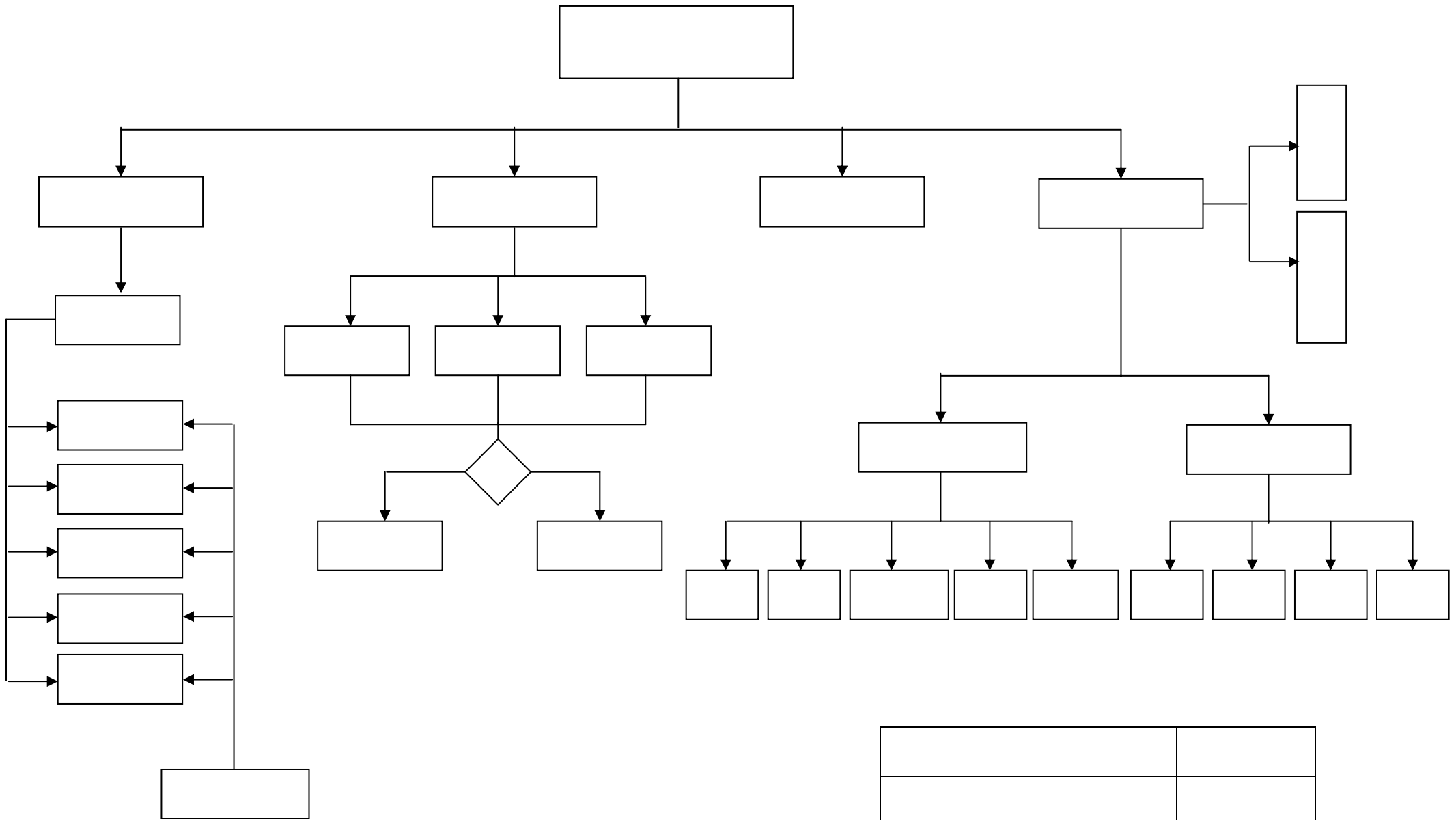
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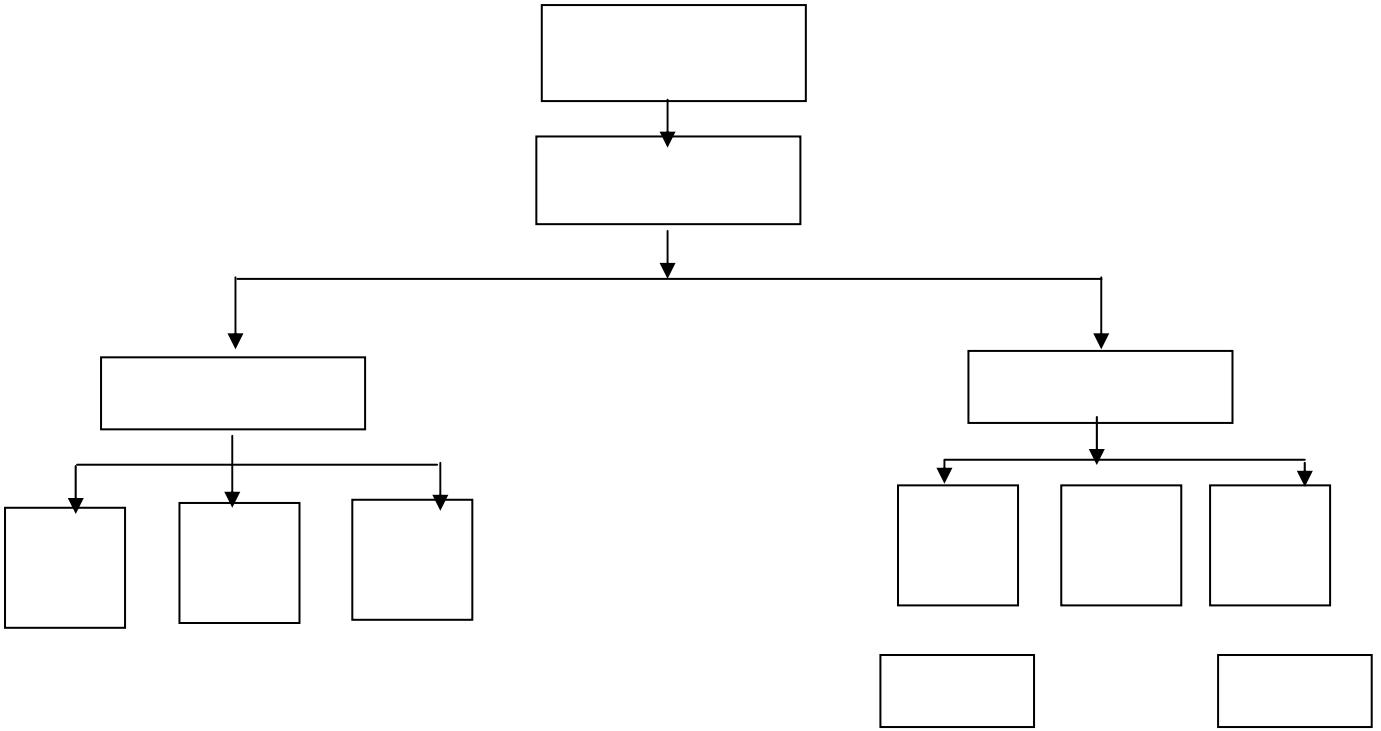
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Abstract

This study aims at enriching the science syllabuses of elementary stages in Palestine in the light of concept maps which includes the first four classes within the stage.

The researcher has analyzed the concept maps of these four classes according to the educational criteria of evaluation.

He has analyzed these syllabuses to identify the scientific concepts included in them. Then, he designed some concept maps to all these syllabuses of elementary stage to specify the gaps found within the sequences of science syllabuses.

Then, the researcher has developed the concept maps of science syllabuses on the assumption that these maps can be transformed into enriched and more scientific ones. Moreover, it was intended to specify the conceptual maps which form a complementary curve between the scientific concepts of this elementary stage in Palestine.

The most important conclusion of the study is that:

- No satisfactory educational criteria of these concepts are included in the science syllabus of these four elementary classes. That proves that those teams didn't consider the criteria that should be included in them. Consequently, these concepts have been isolated. Thus, no balance will exist in the number of concept maps of these syllabuses.

The study has also concluded with some recommendations:

- To reduce scientific concepts so that learners can connect between the scientific concepts included in the syllabuses.
- To concentrate on concept maps to enrich the curricula, since they are tools of research and evaluation.
- To substitute the usual and traditional methods which depend on illogical standards either by adding or deleting methods of some specific school lessons.

**The Islamic University
Faculty Of Education
Curricula and
Methodology section
High Studies Deanery**

**A study to enrich Science Curriculum for the
students of the preparatory stage
with the Concepts Maps**

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Dr.Ezzo Ismail Salem Afanah**

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