

Abstract

- Introduction:

We live in the age of the development and progress so school duty to provide student with a lot of means which help them to live in this world. The school must develop student's abilities and thinking skills through teaching different subjects history can play an important role in development the students skills it through effective approached such as The theory of multiple Intelligence. Thinking maps are very suitable for the nature of history which has many facts, historical concepts, and a lot of events. The theory of multiple Intelligence can help in development Historical thinking skills.

The theory of multiple Intelligence is one of the important educational theories; which considered relatively old, and the scientist "Howard Gardner" has discovered it in 1983. Since that the theory has exceeded the theoretical conceptualization to be actually applied, and used by the researchers in each field to take advantage of them - experimentally and practically - as maximum as can in development of the child in the family or in schools.

This theory is considered one of the theories which have an important role in the educational aspect, which focused on things missed by other theories, a lot of talents have been overlooked and buried because of dependence on individual assessment and intelligence tests, in the opposite of this theory, which helps to detect the individual differences.

This theory helps each individual to choose suitable job which suites his abilities and expect to succeed in it. If we use a suitable kind of intelligence properly, this may help to solve a lot of problems.

Therefore, this study tries to develop historical thinking through reliance on what they have of different types of multi-Intelligence through a program depending on the multiple Intelligence. Studies -which applied in multiple intelligences, have indicated to use the multi-Intelligence theory in historical thinking.

- Statement of the Problem

The Problem of The Present Research is represent in The Lack of Historical Thinking Skills among preparatory – Stage Students. to face such a Problem, The Present Research will attempt to answer The following questions:

What is the Effectiveness OF using Program Based on multiple Intelligences on Developing some Historical Thinking Skills among preparatory – Stage Students?

This question has the following sub - questions:

1. What are the Historical Thinking Skills required for preparatory – Stage Students?
2. What is the format of program Based on multiple Intelligences on developing some Historical Thinking Skills among preparatory – Stage Students?
3. What is The Effectiveness OF using Program Based on multiple Intelligences on developing some Historical Thinking Skills and Tendencies Subject among preparatory – Stage Students?

- Scope of the Research:

The Present Research will limit it self to the following:

1. Agroub of Second Grad Student s in The Preparatory Stage Girl from Ans Ibn Malik Preparatory School joined to Banha Administration.
2. Experimenting the suggested program through two social Studies Course at second grade at the Preparatory Stage?

- Procedures of the Research:

The following Procedures will be followed:

- 1- a theoretical study including Historical Thinking on previous studies and a theoretical back ground on Historical Thinking Skills.
- 2- Identify Historical Thinking Skills required for Preparatory– Stage Students through the Literature and related Studies ,Nature Historical Thinking Skills , Nature and Objectives of social Studies at the for Preparatory– Stage.
- 3- Identify the base s of designing the suggested program based on theory of on Developing some Historical Thinking Skills among preparatory – Stage Students

- 4- Designing the suggested program based on theory of on Developing some Historical Thinking Skills among preparatory – Stage Students and Identify the judging its validity .
- 5- Preparing a teachers guide in two unit from the suggested program to be applied to the study sample .
- 6- Preparing a students book studying the units .
- 7- Preparing Multiple-Intelligence scale and consider its validity and reliability.
- 8- Preparing Historical Thinking Skills test in the chosen units and consider its validity and reliability.
- 9- Preparing Tendencies Subject scale and consider its validity and reliability.
- 10- Selecting the research group from two year from Preparatory– Stage School.
- 11- Applying the Multiple-Intelligence scale and Historical Thinking Skills test and Tendencies Subject scale towards history on the group before teaching.
- 12- experimenting the selected units on the study sample by using Multiple-Intelligence activities .
- 13- Reapplying the Historical Thinking Skills test and Tendencies Subject scale towards history on the group after teaching the chosen units.
- 14- Analyzing the findings and discussion it.
- 15- Suggestions and recommendations.

-Hypotheses of study:

The present study hypothesized that:

1. There are no statistically significant between the student scores means in the post – application of the five main skills (Time Division, Historical Research , Historical Understanding , The Historical Interpretation and Explanation Passing Judgment and Decision – making) that are included in the historical thinking test .
2. There are no statistically significant between the student scores means in the post – application on the Scale of Tendencies Subject.

- The study Objectives:

- This study aims at defining the effect of using an existent program about theory of multiple Intelligence on developing some Historical Thinking Skills and Tendencies Subject among preparatory – Stage Students?

- Importance of the Study:

The importance of the present study is the importance of the topic that it tackles. Multiple-Intelligence has several advantages that make it better

than classical education, as it encourages students' activity within the class and exterminates boredom and monotony, the significance of the current study, through two aspects:

1. The study program serving students and helpful to develop Historical thinking in success within their respective area of intelligence, and helpful society in general.
2. It May be helpful to Responsibility of the Ministry of Education in the design of educational programs according to the multi- Intelligence of students, which decreasing of individual differences in education.
3. It May contribute to modify the current direct of evaluation from traditional way to the evaluation based on diverse aspects of the multi-Intelligence.
4. The study program will help teachers to use the multi- Intelligence of students in the development of Historical thinking.

Study sample :

Study sample consisted of (65) students in grade 2 students of preparatory school students. from the School of Ans Abn Malk girls preparatory – Stage Students.

Instrumentation:

1. Scale of Multiple-Intelligence Prepared by the researcher.
2. Historical thinking test Prepared by the researcher.
3. Scale of Tendencies Subject towards History Prepared by the researcher.

Study Terminology :

1. Multiple – intelligence

"Gardner" defines the intelligence ability to solve problems or does things even in the value of culture and at least one, Or adding a new product is a

meaningful one or more of the tires cultural building on the requirements of the culture that we live in, or which is defined as the energy Biophysics to perform different types of things.

"Gardner" pointed out the brain operates consist of seven forms of the operations in various parts of the brain at least and include such forms or multiple intelligence (linguistic intelligence\ logical-mathematical intelligence\spatial intelligence\bodily – kinesthetic intelligence musical intelligence\ Social intelligence\ interpersonal intelligence\ Naturalist Intelligence)

2. Historical thinking:

Historical thinking is a kind of thinking procedurally it is a set of abilities and skills that include Time Division , Historical Research , Historical Understanding , The Historical Interpretation and Explanation Passing Judgment and Decision –making .

The researcher procedurally defines it as the score the student achieves from her response on Historical thinking Test in the light of the abilities of historical thinking that include Time Division , Historical Research , Historical Understanding , The Historical Interpretation and Explanation Passing Judgment and Decision –making .

3. Tendencies Subject towards History :

The degree can be measured by Scale of Tendencies Subject.

Study findings:

Current study found the following results:

1. There are statistically significant at (0.01) between the student scores means in the post – application of the five main skills (Time Division , Historical Research , Historical Understanding , The Historical Interpretation and Explanation Passing Judgment and Decision –

making) that are included in the historical thinking test and the test as a whole, in favour of the post – application.

2. There are statistically significant at (0.01) between the student scores means in the post – application on the Scale of Tendencies Subject as a whole, in favour of the post – application.

***Recommendation of the research:**

- Preparing programs to train the teachers to using the new method, in the teaching which help in development attitude to students.
- Emphasizing the social studies curriculum contents the historical events.
- Training the teacher students use historical thinking Skills.
- Preparing programs to train the teacher student in the educational faculty even can to use Multiple-Intelligence
- Encouraging history teachers to use Multiple-Intelligence activities in preparing their daily lesson plans.

***suggestion for further research**

- The effectiveness of use Multiple-Intelligence activities on development creative thinking and attitude in the preparatory school.
- The effectiveness of use Multiple-Intelligence activities on development of the critical thinking skills and achievement in preparatory school.
- The effectiveness of the thinking maps on development the Meta cognition.
- The effectiveness of the thinking maps on development of historical thinking skills.
- The Effectiveness OF using Program Based on multiple Intelligences on Developing some creative Thinking Skills among secondary– Stage Students.
- The Effectiveness OF using Program Based on multiple Intelligences on Developing some creative Thinking Skills and the Meta cognition. among secondary– Stage Students.