

المملكة العربية السعودية
وزارة التعليم العالي
جامعة أم القرى
كلية التربية
قسم المناهج وطرق التدريس

أثر استخدام الأنشطة الإثرائية في تحصيل المفاهيم العلمية لدى
الطلقات الموهوبات في العلوم بالصف السادس الابتدائي

إعداد الطالبة:

نور بنت شرف الراجحي

إشراف الدكتورة:

علياء بنت عبدالله الجندي

أستاذ الإتصال وتكنولوجيا التعليم المشارك

متطلب تكميلي لنيل درجة الماجستير في المناهج وطرق تدريس العلوم

الفصل الدراسي الثاني ١٤٢٥ هـ / ١٤٢٦ هـ

أولاً : المقدمة

وَعَلَّكَ

﴿يُؤْتِي الْحِكْمَةَ مَنْ يَشَاءُ وَمَنْ يُؤْتَى الْحِكْمَةَ فَقَدْ أُوتِيَ خَيْرًا كَثِيرًا﴾ (/) .

وَعَلَّكَ ﴿قَالَ الَّذِي عِنْدَهُ عِلْمٌ مِنَ الْكِتَابِ أَنَا آتِيكَ بِهِ قَبْلَ أَنْ يَرْتَدَّ إِلَيْكَ طَرْفُكَ﴾ (/) .

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﴿أَوَلَمْ يَتَفَكَّرُوا فِي أَنفُسِهِمْ﴾ (/) .

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Tabitha (1999 , P286)

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Scarr (1986)

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ثانياً: مشكلة البحث:-

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" (Make, 1988 & Tuttleetal, 1986)

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ما أثر الأنشطة الإثرائية في تحصيل المفاهيم العلمية لدى التلميذات الموهوبات في العلوم
بالصف السادس الابتدائي ؟

ثالثاً : فروض البحث :-

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رابعاً : أهداف البحث :-

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خامساً : أهمية البحث :-

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سادساً: حدود البحث :-

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سابعاً: مصطلحات البحث :-

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تحصيل المفاهيم العلمية:-

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مادة العلوم للصف السادس الابتدائي :-

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المرحلة الابتدائية :-

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المبحث الأول

مفهوم الموهبة وتصنيفاتها وخصائص الموهوبين

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(*Mentally Superiority*)

(*Genius*) :

. (*Gifted*)

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 (1925) " " *Spearman* (1904) " " *Galton* (1869) " :
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Hollingworth (1931) " " *Terman* (1925) " ()
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﴿ إِنَّ اللَّهَ لَا يَسْتَحْيِي أَنْ يَضْرِبَ مَثَلًا مَا بَعُوضَةٌ فَمَا فَوْقَهَا ﴾ (/) .
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Havighurst & Dehand

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Gagne(1993) " " ()

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Seashore & Fliegier & Bish

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(1960) " " *Hildert**h*(1966) " " *Frehill*(1961) " "

Terman & Oden and (1945) " "" " *Havighurst & Dehand*

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 " " *Galton* (1869) " : -
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Witty
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Tannenbaum (1983) " " *Gallagher* (1985) " *Renzulli* (1979)
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Gagne (1991 1985)
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Renzulli (1979) " "
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Terman " " () . () "

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Terman " "

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. *Hollingworth* (1931) " *Terman* (1925) " "

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Renzulli, J. Hartman, R&L Callhahar, C. 1979) " " " " - \

Feldhusen, Hoover, & Saylor (1995) " " " " —

Dacis (1992) " " -

Torrance (1977) " " -

Sternberg (1988) " " -

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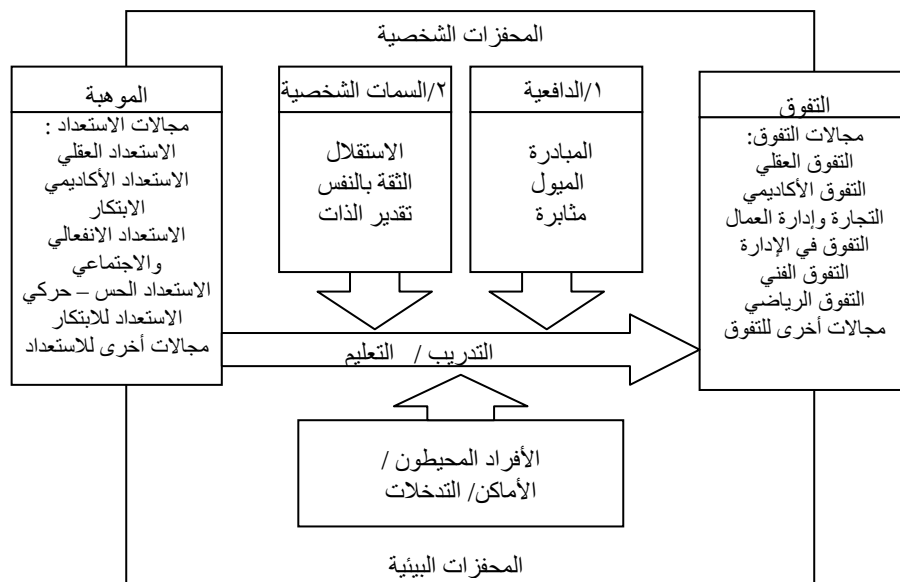
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Gagne (1985) " "

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" *Woolfolk*

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(*Components*)

مفهوم الموهبة :

Tannenbaum (1983) " " *Gallagher* (1985) "

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: *Feldhusen et al* (1997 , P43)

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:The Gifted with aHandicap

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(*Bethoven*

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Underachieving Gifted

: Highly Gifted

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: Attention Deficithy Hyperactivity Disorder (ADHD)

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Hollingsworth (1931) " " *Terman* (1925)"

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Terman () " "

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Feldman (1996,P 31) " "

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() *Coxet* (1920) " " ()

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$$-\frac{1}{2} \left(\frac{1}{2} \right)^{n-1} = -\frac{1}{2^n}$$

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WWW.NORTHEU.GOV.SA.COM (٧)

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المبحث الثاني

أساليب الكشف عن الموهوبين ودور كل من الأسرة والمدرسة والمجتمع في الكشف عنهم ورعايتهم

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Intelligence Scales) (*The Stanford Binet Intelligence Scale*)

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(*AAT*) (*SAT*) :

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Bloker et al (1996 , P 86)

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" " (*Group Inventory For Finding Interests*) Gift

The University Of Wisconsin) *Rimm*

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Renzulli ,J. Hartman,R&LCallhahar,C. at (1976) "

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(*Scale For Rating Behavioral Characteristics Of Superior Students*)

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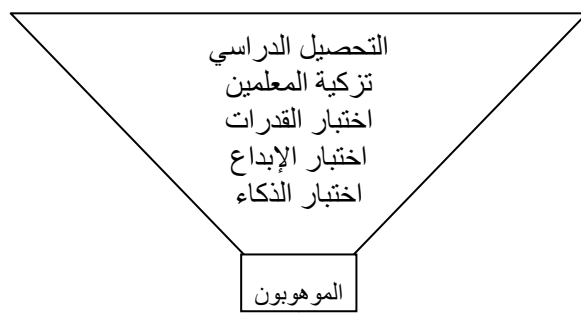
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(1997 , P42)

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Feldhusen et al

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Carol & Brenda (1997 , P71)

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Getsles & Gakson (1962) ()
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George (2000 , P50)

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Sarouphim (1999 , P246) ·

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Styrinberg & Devedson(1981,1982)

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Birsh & Binkato

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Kornhaber (1999,P145)

Hartman & Renzulli (1980)

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" *Woolfolk* (1998) . ()"

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Plucher et al (1996,P83)

Sarouphim (1999,P256)

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Reid et al (1999 , P190)

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Boothé (2000 , P30)

Feldhusn (1997)

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George (2000 , P50)

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المبحث الثالث

أنواع البرامج الخاصة بالموهوبين

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% " *Selli & Harvey* (1984) :

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Feldhusen et al (1997, P43) .

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Renzulli ()

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(*Stanly & Benbow*)" "

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Golian Stanly et al

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Gonse Hopkense

Kathleen Noble et al (1993 , P124) ·

EEP :

Merret (*The Early Entrance Program*)

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(*The Early Entrance Progra*) *EEP* (-)

(1997 , P3) ·

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Enrichment :

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(*Breadth Enrichment*)

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(*Depth Enrichment*)

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: *The Revolving Door Identification Model (RDIM)*

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Renzulli & Ries(1982)

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: *Renzulli* (1978)

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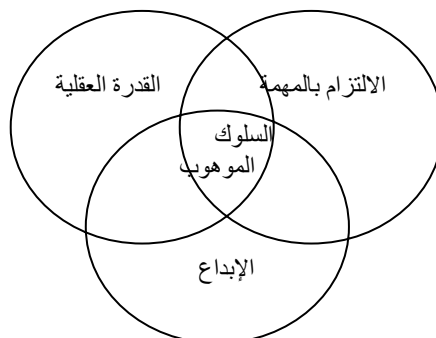
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Behavior

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Renzulli 1978 ()

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(*Well Above Average Ability*) -

(*Task Commitment*) -

(*Creativity*) -

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: *School Wide Enrichment Model*

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: *General Exploratory Activities* -

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:*Individual or Group Training Activities*

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Renzulli"

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: *Individual or Smool Group Investigations of Real Problems*

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Renzulli " " ()

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Time -

: *Space* -: *Materials* -: *Climate* -

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: Occasions -

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Renzulli " " ()

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(% - %) (*Enrichment Gifted Pool*)

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- *The Revolving Door Identification Model(R D I M)*

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⋮ (*Content Modification*) ⋮

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﴿ فَافْرِقْ بَيْنَنَا وَبَيْنَ الْقَوْمِ ﴾

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Davis & Rimm (1994,P147)

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Carmel

(2001 , P12)

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Renzulli (1994 , P268)

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Feldhusen et al (1997 , PP 42- 43)

Comet & Star " "

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Study of people

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Methods of inquiry

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-: (*Process Modification*) :

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Renzulli (1994 , P230) .

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Beyer (1986) ()

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:(*Product Modification*) :

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: (*Environment Modification*) :

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(*Student – Centered*)

(*Complex*)

(*Simple*)

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-: (*Teacher's job Modefication*) :

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James (1996 , P55)

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Davis & Rimm (1994, P230)

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*Authentic Assessment
Portfolios*

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Maker (1996,P84)

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(1998,P147)

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Brandwein (1955) ()

(*Prone*) " "

(*Gifted*) " "

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Rogers

Kornhaber (1999,P145) (1998,P135)

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(*Ven Tassel - Baska*, 1988)

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المبحث الرابع

المستويات المعرفية وتدرّيس التفكير من خلال الأنشطة الإثرائية

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Burbre Breseisen

$$\left(\quad - \quad \right)$$

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Bnjamin bloom " "

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: Cognitive Domain -

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: *Affective Domain* -

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: Psychomotor Domain -

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Anderson & Sosniak (1994, pp.21-25)
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: *Anderson & Sosniak* (1994, pp. 21-25) .
 (*Element Analysis*) : *Sublevels*
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Anderson & Sosniak (1994, pp. 21-25)
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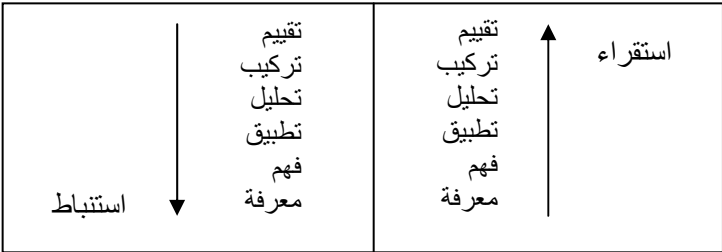
Huncken (1995 , pp.167- 177)

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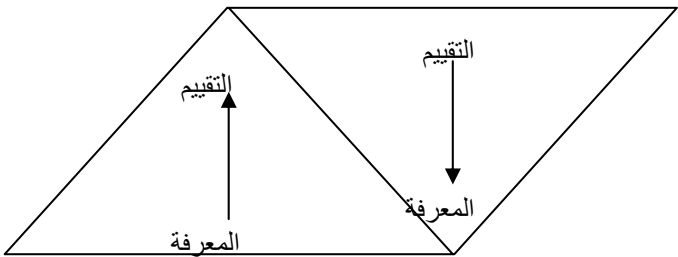
 (*Huncken* (1995 , pp.167- 177))

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Davis & Rimm (1994,p230)

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 (*Davis & Rimm* (1994,p230))

Davis & Rimm (1994,p235)

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﴿إِنَّ فِي خَلْقِ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافِ اللَّيْلِ وَالنَّهَارِ لَآيَاتٍ لِّأُولِي الْأَلْبَابِ، الَّذِينَ يَذْكُرُونَ اللَّهَ قِيَامًا وَقُعُودًا وَعَلَى جُنُوبِهِمْ وَيَتَفَكَّرُونَ فِي خَلْقِ السَّمَاوَاتِ وَالْأَرْضِ رَبَّنَا مَا خَلَقْتَ هَذَا بَاطِلًا سُبْحَانَكَ فَقِنَا عَذَابَ النَّارِ﴾ (- /) .

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ثانياً: الدراسات السابقة

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أولاً: الدراسات التي تناولت أساليب اكتشاف الموهوبين ورعايتهم:

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ثانياً: الدراسات التي تناولت دور الانشطة في رعاية الموهوبين:

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Feldhusen et al (1997)

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Hesser et al (1998)

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Tabitha (1999)

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ثالثاً: الدراسات التي تناولت تقويم برامج الموهوبين:

Miranda et al (1998)

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رابعاً:- الدراسات التي تناولت اسهامات المعلم والمشرف التربوي في اكتشاف الموهوبين

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خامساً: الدراسات التي تناولت الاتجاهات التربوية المعاصرة لرعاية الموهوبين:

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التعليق على الدراسات السابقة ومدى الاستفادة منها

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(Quacy experimental design)

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(Experimental Group)

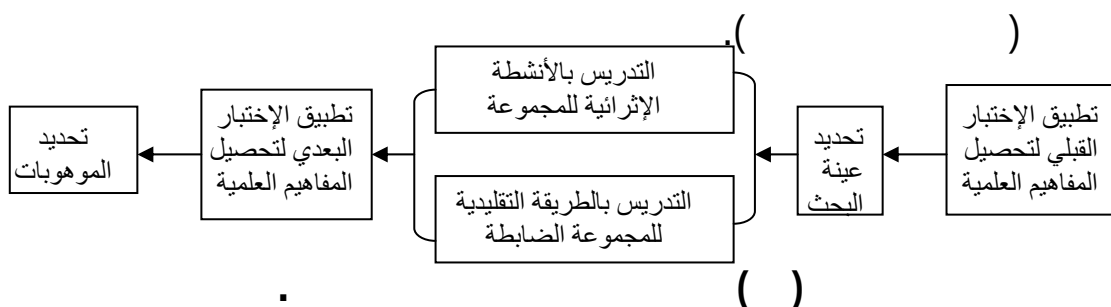
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(*Renzuli*)

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(*Multiple Choice*)

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(*Anacova*)

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