

فاعلية برنامج تعليمي - تعليمي مستند الى
نظرية الابداع الجاد في تنمية الدافعية العقلية
لدى طلبة الجامعة

أطروحة مقدمة الى

مجلس كلية التربية/ الجامعة المستنصرية وهي جزء من
متطلبات نيل درجة الدكتوراه فلسفة في التربية/ علم النفس
التربوي

من

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Abstract

The Twenty-First Century witnessed rapid changes in which the knowledge and pervaded all facilities public and private life, as well as the tremendous and fast developments in all other areas. These developments Arab communities, like western societies that preceded it, were exposed in the fields of development. So, necessary to focus in different ways on the development the educational process and that including the development of educational programs, especially related to thinking, and move away from memorization and stuffing the minds of students with information, and to stimulate thinking and creativity, not the reality indicates that the students are still living with prevailing practices in educational institutions that did not try one out on them, but it has been Common problems that stand in the face of the development of teaching thinking and creativity assumption which underlines the importance of the accumulation of information and facts, laws and theories adoption method indoctrination, which is by educators is necessary and sufficient for the development of thinking skills and creativity of learners, and confirms (DeBono1998)in this regard that individuals always make many errors in thinking, which educators must pay attention to, and try to spare individuals including, in order to free them from thinking wrong and promote the right thinking so that their thinking output becomes realistic and useful.

It might be interesting individuals in the particles position or educational inputs which prevents attention and understanding the overall position they are exposed to, as well as the low level of learner motivation, which is one of the factors that lead to the reduction of the process of thinking and creativity, or brainstorm or express opinions and trends in educational situations.

So he became subject of serious creativity over topics that attract the attention of many academics and practitioners alike, and this interest in the subject creativity serious can we infer from the emergence of many training centers established by (De Bono) in many countries for training in thinking and creativity, as prerequisite requirements change and success for the better in the educational institutions all. So (De Bono) sees that creativity serious not

restricted to one and is not feature covenantal but it can be gained by everyone. (DeBono2005) explains that it does not offer something serves Creativity It is clear that creative ability will depend only on talent, but as we work to provide training and methods of regular, we will raise the general level of ability to innovate serious and there is individuals better than others and they can acquire creative skills, the serious creativity (lateral thinking) calls approach thinking by new methods, enable the individual to consider a different way and angles different, that is thinking differently resulting in different ideas and new and unusual, so it a fast and effective tool to solve difficult problems and come up with new ideas about producing something new, and this requires freedom from prevailing ideas and styles sterols that do not lead to anything useful. The importance of current research in that creativity serious concept that have appeared recently in the creative process, and the importance of current research lies in building programs for Creativity serious to develop motivation mental Iraqi environment that lacks such kind of programs to the knowledge of the researcher. current research aims to:

Identify the effectiveness of an Teaching – Learning to Based serious theory of Creativity in the development of mental motivation among university students and for the purpose of achieving this aim, was drafted following sub-objectives:

- 1- Measuring mental motivation among university students.
- 2 - Building Teaching – Learning program to Based the theory serious creativity in the development of mental motivation among university students.

The researcher zero verification of hypotheses for the following alternative hypotheses:

- 1- There is a statistically significant difference at the level of significance (0.05) in the mental motivation among scores of the experimental group in the pre and post tests.
- 2-There is a statistically significant difference at the level of significance (0.05) in the mental motivation among scores of the control group in the pre and post tests.
- 3- There is a statistically significant difference at the level of significance (0.05) in the mental motivation score between the experimental group and the control group in the post test.
- 4- There is a statistically significant difference at the level of significance (0.05) in the mental motivation among scores of the

experimental group in the pre and delayed test a month after the application of the program.

So the researcher to design real measuring tribal and measure dimensions of two groups (experimental and control), one officer for comparison, sample consisted experiment (50) students were chosen in deliberate students the second phase in the Department of Educational and Psychological Sciences in the College of Education Al-Mustansiriya University, the researcher conducted a parity between the two groups in terms of variable (IQ, academic achievement for parents, age), to achieve the aims search was adopted measure California motivation mental and prepared at the University of California in the United States (Giancarol & Facion, 1998), and translated by the researcher Mohammed Baker Nofal / University of Jordan, is composed of the scale (72) items, has been verified sincerity and firmness.

The researcher built Teaching – Learning program based on the theory serious Creativity in the development of mental motivation and be the program of (22) for the meeting, was to verify the authenticity of the program, the program has been applied to the experimental group. Research showed the following results:

1- There is a statistically significant difference at the level of significance (0.05) in the mental motivation among scores of the experimental group in both tests (tribal dimensional)

2- No there is a statistically significant difference at the level of significance (0.05) in the mental motivation among scores of the control group (tribal dimensional)

3 - There no statistically significant difference at the level of significance (0.05) in the mental motivation among scores of the experimental group in both tests (dimensional)

In light of these results, the researcher asked a number of recommendations and suggestions.