

**فاعلية أنموذج المصفاة الانتقائية
لـ(برودبنت) في معالجة الفشل المعرفي
لدى طلبة المرحلة
الاعدادية**

أطروحة مقدمة الى

مجلس كلية التربية في الجامعة المستنصرية وهي جزء من متطلبات نيل
شهادة دكتوراه فلسفة في علم النفس التربوي

من

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Abstract

The operations of sensation, attention and cognition, thinking and remembering main axes of cognitive organization of the individual, as related to these processes and interact with each other until it became impossible to imagine the activities of these operations in the absence of one of them. The sense what only process for individual information concerning the environment interacts with at the present time and perception of such information, while is remembering to save the information obtained by the individual through perception in the past, but thinking is to take the information that recognizes the present and through mixing with old information is configured new .regulations and formations

And the points involved in the field of cognitive psychology to process information represents a series and harmonious organization of mental events began feeling then drawn through perception and memory and other mental events other. Valadrack as a cognitive process through which organize information received by an individual at a given moment or is the process of interpreting and organizing sensory data which we receive the sensations to increase our awareness of what surrounds us and Bzutna He does

not realize this information only after that process occurs attention (Attention) are placed exciting Picker or selected information at the center of feeling or what . is known as the Status of awareness

It could be argued that the process of cognition after two sensation (Sensation) and attention, if sense is to discover and recognize stimuli sensory different (audio, visual and olfactory and tactile) across devices sensory and transfer to the brain, the attention includes the development of such stimuli (information) in the center of consciousness or feeling, The perception is the process of giving meaning to this information on the process of recognition is organized according to schemes mental work on organizing events, whether they events time or sham involve are other details more accurate and complicated, if any interference or cut or failure mechanisms sensation or attention or perception and even memory represents mental retardation or failure cognitively affect the processing of information, and what was the world around us is full of a lot of stimuli and stimuli that attract our attention in every moment of consciousness, and the human body itself is the source of many of the stimuli issued by sensory organs and devices Interior, as well as the ideas and thoughts that come to mind. Should be emphasis on an important fact that the man can not attention to all these stimuli received by every

moment, but chooses and selects stimuli and stimuli that charge only, meaning the selection process some stimuli from the environment and which are relevant to the position or the current task and neglect other stimulants is relevant and this selection allows better handling and a more precise position or task and verify needs and requirements of its existence has been termed psychologists situations lapses and errors committed by individuals in the context of their activities of daily life such as forgetting names or places or failure to notice things, interpret and dispersion intellectual that haunting cases responses mental or wasting things unintentionally, as errors cognitive Name failure cognitive, and through follow-up research of the results of study for the preparatory phase for the observed rise in failure rates among this stage and that attributed to the failure of cognitive students, and therefore identified problem Current search question : follows

How effective model refinery selectivity (Broadbent) in the treatment of cognitive failure in junior high school ?students

This research targeted the :

following

Identify the effectiveness of the model refinery selectivity (Broadbent) in the treatment of cognitive

failure in junior high school students and for the purpose of verifying that the researcher the following

: actions

set up a training program for middle school students .

- 1

building measure cognitive failure in middle school -2
students

The researcher tested the null hypothesis for the

: following alternative hypotheses

There is a statistically significant difference at the -1
level of significance (0.05) between the scores of the
experimental group members (students) in the pre and
.post two applications to measure cognitive failure

There is a statistically significant difference at the -2
level of significance (0.05) between the scores of the
experimental group members (students) in the pre and
. post two applications to measure cognitive failure

There is a statistically significant difference at the -3
level of significance (0.05) between the scores of the
experimental group members (students) in the pre and
.post two applications to measure cognitive failure

There is a statistically significant difference at the -4
level of significance (0.05) between the degrees of

members of the control group (students) in the pre and
. post two applications to measure cognitive failure

There is a statistically significant difference at the α
level of significance (0.05) between the degrees of
members experimental and control groups in the post
.application to measure cognitive failure

There is a statistically significant difference at the α
level of significance (0.05) between the scores of the
experimental group members in the post application to
measure cognitive failure according to the variable
(type (male – female

there is a statistically significant difference at the α
level of significance (0.05) between grades two
dimensional applications and delayed (deferred) for
members of the experimental group in the scale of
.cognitive failure

The researcher adopted the design of the control
group per a pre and post test, which is one of the
experimental designs with control of the arbitrator and
(it is applied pre-test measure of cognitive failure
(

It was an equivalence between the experimental and
control groups in the intelligence and variable age and
. cognitive failure to measure the sample

To achieve the objectives of the research, the researcher built scale failure of cognitive and select four areas (failure to pay attention _ Failure to recognize information _ the failure to recall information - the failure to employ information) according to the theoretical framework adopted in the research (theory refinery selective Broadbent in treatment failure cognitive), and is composed of (35) the initial paragraph as (34) in its final form, and check researcher of his sincerity and firmness which stood in a way that re-test (0884) and reached reliability coefficient using Cronbach's alpha formula for internal consistency (0831), which is a good indicator of the . stability of the scale

Thus, the researcher also prepared a training program according to the theory adopted to address the cognitive failure. And identifies DJ mixing training b (14) to meet in final form, has been achieved researcher of sincerity program, and then the application program on a sample was selected at random with the failure of cognitive reached (40) students from students middle school fifth grade literary. And you start to apply in 02/20/2012 until 10/4/2012 by two matches a week (Monday and Tuesday) and took one meeting (45) minutes a specified period of daily lessons in a substance (the

**.principles of philosophy and psychology
(**

After completion of the period of application of the training program was applied post-test (a measure of cognitive failure) to test the significance of the difference in the scores of the experimental group members in the two dimensional applications and delayed applied to them after a period (30) days from the date of the post and who has demonstrated program effectiveness

In light of the current research objectives and after the application of tools and the use of appropriate -: statistical methods to reach the following results

There is a statistically significant difference at the -١ level of (0.05) between pre and post test for the experimental group and in favor of the post test in .general

There is a statistically significant difference at the -٢ level of (0.05) between pre and post test for males of the experimental group that was exposed to the .training program

There is a statistically significant difference at the -٣ level of (0.05) between pre and post test for females of the experimental group that was exposed to the .training program

does not appear statistically significant difference -^٤
at the level of (0.05) between the pre-test and post-
test for the control group that was not exposed to the
.training program

There is a statistically significant difference at the -^٥
level of (0.05) between the experimental group and the
control group in the post-test in favor of the
experimental group that was exposed to the training
.program

did not show a statistically significant difference -^٦
at the level of (0.05) according to the sex variable
between the two experimental groups (males -
.females) in the post test

did not show a statistically significant difference -^٧
at the level of (0.05) between the post-test and
.delayed test in cognitive test failure

appeared effectiveness of the training program - ^٨
in the treatment of cognitive failure in middle school
.students

In light of the results researcher Find asked some of
.the recommendations and proposals