

## **The effectiveness of an educational program based on the theory of enrichment And develop the habits of the mind for students of the Faculty of Basic Education**

1. Assistant Professor Janan Marza Hamza.
2. Professor Dr. Riad Kazem Azzouz.
3. Professor Dr. Emad Hussein Obaid

Babylon University / Faculty of Basic Education

**ABSITRACT** - The current research aims to identify (the effectiveness of an educational program based on the theory of enrichment and the development of the habits of the mind for the students of the Faculty of Basic Education) and the following hypotheses arise from this goal:

1. There is no statistically significant difference at the level (0.05) between the average grades of experimental group students studying according to the education program based on the theory of enrichment and the average grades of the students of the controlled group who study the usual program in the measure of mind habits.
2. There is no statistically significant difference at the level (0.05) Between the average grades of experimental group students that are studying according to the education program based on the theory of enrichment and the average grades of the students of the control group who study the usual program in the pre and post measure of mind habits. To achieve the goal of the research, the researchers used the descriptive and experimental method of partial control, the research sample consisted of (108) students from the Department of History/Faculty of Basic Education/ University of Babylon, the number of students of the experimental group included (54) students who studied the educational program according to the theory of enrichment and (54) controlled group students that studied in the usual way, the researchers rewarded In the following variables (age, intelligence, previous knowledge, academic level) and after conducting parity between the two research groups, the researchers prepared application requirements of objectives, plans, testing and after the application of the experiment, the researchers applied their research tools to the two research groups, and the data were statistically processed and the results showed the superiority of the experimental group who studied the scientific material using the educational program on the students of the control group who studied the same subject in the usual way in the measure of mind habits.

**Keywords: Archeological Theory, Mind Habits, Educational Program, Development of Mind Habits.**

**1. INTRODUCTION :** The world is moving rapidly towards scientific and technical progress, so the educational methods currently used are no longer able to create a generation capable of keeping up with the process of progress and creativity, we are still growing an educated person capable of teaching himself, the process of teaching and learning is how to find a brain infrastructure capable of learning a lot of higher mental processes and create a lot of creative products, which is done by enriching and provoking the brain in the right way and time, which will increase the size of the neural network and increase its quality and number of neural carriers between the brain's auditory, visual and sensory inputs on the one hand and the brain's motor, psychological and intellectual outputs on the other. (Al-Rabgi, 2015:18) Humanity is now facing a scientific and an information advance that has surpassed its predecessors through the ages, this advance requires confronting it with a strong scientific base that qualifies our societies to keep up with the rapid changes that result from this advance and qualify it to contribute to the events of these changes, where education has the main responsibility, it is a tool capable of developing the possibilities of learners so that they can deal with this advance. (Ibrahim, 2009:91) And education is a social process aimed at maximizing human growth, leading to adaptation to himself and his society, aimed at achieving the proper growth of both the individual and society. (Al-amira, 2008: 213) The teacher is the key element of the educational process and the interactive educational attitudes that occur between him and the students or between the students themselves, and he is responsible and in control of the academic climate in the classroom and the events that are taking place there. The teacher is the main driver of the students' various motivations, he is responsible for shaping their trends and desires and pushing them to communicate, persevere and accomplish, through the use of various methods and teaching ways suitable for the materials and topics he teaches. The teacher's status and importance is due to the multiplicity of roles and tasks he performs within the classroom, not only his role in delivering and transmitting different information and knowledge, but also to include achieving educational goals that include acquiring skills, trends and values, as well as giving them knowledge that helps build their personalities. (Jalali, 2011:371) The role of the teacher does not lie in educating students as much as helping them to self-learning, because students do not need to collect and accumulate knowledge as much as they need to find the best use of their abilities and

energies, and about the importance of the teacher in the educational system," Piaget said. The action that the teacher does in the learner represents everything in education" (Ghanem, 2009:142) that contemporary educational trends see the student as the focus of the education process as it is the goal of that process, as he is the one who is doing the process, and the student from what he owned from abilities and skills then became an important factor depending on the success of the entire educational process, and therefore it became necessary to develop that student, work to raise his efficiency, and teach him strategies that help him to develop his abilities and organize them and bring completion between them, with the aim of achieving the maximum possible benefit, and reaching The desired success (Saada, 2017:28) and the class position is an organized position in which opportunities are created for learners to engage in classroom interactions (verbal and non-verbal) between them and the teacher and the learner, as the more initiatives from the learner, And whenever the teacher is a receptive fan of the thoughts and feelings of the educated. (Zayer and Sky, 2015:101) And the theory of enrichment is done by enriching the educational environment, which improves the students brain's excitement to grow and increase the number and strength of neural connections that are made to fix the students' learning in long-term memory, so there are many physiological changes that occur when the brain immerses in a rich environment. (Rashid, 2006: 45) Enriching the learning environment leads to interaction between the teacher and the student on humanitarian basis with the aim of exchanging ideas and preparing the student mentally and psychologically to learn, paying more attention to how to obtain information than being interested in receiving, preserving and repeating an information, as well as contributing to stimulating and strengthening the levels of thinking in students, and achieving the desired goals of learning. (Awad and Magdi, 2010: 111) The classroom climate affects how students participate, so teachers should not only take into account the disparity of students in the classroom, but also the different types of classroom climate they create and prepare, which in turn promote education for all students. A safe classroom climate that values students' ideas and shows misconceptions promotes creativity in thinking and generating ideas, and this classroom climate encourages all students to participate in the discussion among themselves, and with a teacher who builds trust and teamwork, which in turn greatly affects the good use of teaching guidance and learning promotion. (Kelly, 2014:50) Stimulating the growth of more branches in the neurons and interlocking connections is one of the best things teachers can learn to do for their students' brains. In the classroom, the more methods of delivering and reviewing the material that is wanted to be learned to the brain, the more pathways that consist of branches in the conductive neurons. There will also be more bridges connecting one cell to another. It gets used more and becomes stronger. (Willis, 2015:1617) Educational programs with various activities and effectiveness were a cause to be a key pillar of the educational process aimed at developing the learner's mental and monetary abilities and capabilities and deepening the spirit of cooperation and fraternity among learners, taking into account the general atmosphere of the learning process. (Alsabti,2016:12) what is included in these programs from organized and planned activities of lead to the development of the knowledge, experience and performance of learners and increase their effectiveness with the educational attitudes they find themselves in, so all educational programs are built in the light of the characteristics of the educational subject, the goal of education, the characteristics of learners, the nature of the learning stage, the learning environment in addition to the conditions and requirements associated with the learning process. (Zayer and others, 2017:35) the importance of mind habits is shows as it is moving the student from merely transferring and preserving knowledge to building and producing knowledge, and it earns him a range of behaviors related to the development of his thinking patterns and ways of addressing ideas, solving problems, dealing with data, information and communicating with colleagues, in addition to encouraging students to work, learn, strengthen their willingness to learn and organize their experiences. (Saada, 2017: 281) The study of mental habits is also most closely related to the concept of the brain and its ability to reshape and formulate due to experiences, exercises and the level of training that stimulate growth and the enrichment of the surrounding environment. (Al-Rabghi, 2015:60) The habits of the mind provide opportunities for the individual to innovate by expressing ideas and asking questions, and issues related to his aspects of life, and the attention is not focused on the multiplicity of correct answers known by the student when teaching through the habits of the mind, but also in how the student behaves when he does not know the answer, by noting the student's ability to produce knowledge more than his ability to retrieve it, and remember it. (Hujats, 2010: 3) The regular classroom limits our thinking strategies. Teachers who insist on single methods, and on the only correct answer are in fact not knowing about the brain abilities, and that the usual teaching methods are contrary to the law of adaptation in the developing brain and are not healthy for the development of a smart and an adaptive brain, high-quality education encourages the progress or exploration of alternative thinking and the discovery of several creative answers and insights. (Amr and Rabie, 2008: 56) Due to the impact of the organization of the educational environment and what it holds in the development of concepts and skills, trends in students, and enabling it to face problems and the ability to solve them, modern education has emphasized the organization of the learning environment and its impact, attention to it and knowledge of interaction between its physical and human components, its impact on the motivation of the learner, the organization of the field of perception and the development of concepts, skills and trends that students need. Especially since the student learning environment is the basis for conceptual formation, skills acquisition, and trend development. (Attia, 2009:37) and that the habits of the mind should take priority, but we find students rarely see these habits used in the world around them, few people are interested in making plans and using sources well, and few people care about accuracy and look for them, i.e. people rarely use all their energy and are content with the middle performance. Using the mind habits between people is not observed, repetitive or directly perceived, so it must be worked develop mind habits that help us better understand and see the world around us. (Hujat, 2010:57) weak mental habits usually lead to poor learning regardless of the individual's level of skill. It is useful to teach the habits of the mind in schools and universities, as it is

necessary to emphasize the skills and abilities that focus on the person himself rather than stuffing students' brains with facts and information, so that they can make their own decisions so that they have the ability to act logically and monitarily. (Saada, 2017: 281) Hence the development of the habits of the mind became an educational necessity, the study of (Sabri- 2010) emphasized on the need to encourage teachers to use the strategy of habits of the mind and the adoption of these habits by schools. (Hussein, 2012, 8) Hence the main problem of this research has risen as the urgent need to raise a generation enhanced by the habits of the mind and this is done by the teacher possessing these mental habits and how to use them with students) from the above, the researchers chose the theory of enrichment to build an educational program and know its effectiveness in the development of the habits of the mind in the students of the Faculty of Basic Education, and they chose students of the Faculty of Basic Education because they are in a stage of mental and emotional maturity and have reached the highest stage of mental maturity that is in line with the intellectual framework of the educational program prepared according to the theory of enrichment, so the problem of research was formulated with the following question: What is the effectiveness of the educational program according to the theory of enrichment and the development of the habits of the mind for students of the Faculty of Basic Education.

Third: The objective of the research: this research aims to:

1. Building an educational program based on the theory of enrichment.
2. Knowing the effectiveness of the educational program in developing the habits of the mind for students of the Faculty of Basic Education.

Fourth: Research hypotheses:

1. There is no statistically significant difference at the level (0.05) between the average grades of the experimental group students studying according to the educational program based on the theory of enrichment and the average grades of the students of the controlled group who study the usual program in the measure of mind habits.
2. There is no statistically significant difference at the level (0.05) between the average grades of the experimental group students studying the educational program according to the theory of enrichment and the average grades of the students of the controlled group who study the usual program in the pre and post measure of the habits of the mind.

Fifth: Search limits:

1. Spatial boundaries: Babylon University/ Faculty of Basic Education/ Department of History.
2. Temporal limits: the first semester of the academic year 2020-2021.
3. Human Boundaries: Third-stage students, History Department/ Faculty of Basic Education/ Babylon University.
4. Cognitive boundaries: Vocabulary of the content of educational techniques / scheduled to be taught for the academic year 2020-2021.

Sixth: Terms Identification : - The educational program (Al-Saadi, 2020.8) defined it: a completed and comprehensive action plan for specific topics and for a certain period of time set earlier in the teaching process at a single stage of the education, including educational experiences aimed at providing students with extensive experience and activities, helping them to increase their competence in the practice of their work, in a regular way to achieve the pre-set goals).

The Theory of Enrichment: (Ibrahim Magdi, 2009, 32) defined it:(Providence of expertise to students with the goal of increasing the depth and breadth of their education. To achieve this, traditional teaching methods must developed and making the student's talent and creativity become the center of the educational experience, and this requires great flexibility in educational policy and management.

Development (Shehata and Zainab, 2003, 157)defined it: (Raising the level of performance of students in different educational/learning situations, and development is set for example by increasing the average grades they receive after training in a specific program)

Mental habits (hujat, 2010, 5): (Cognitive habits that guide an individual's behavior and motivate him to learn and achieve a particular goal and help him focus on the most important priorities).

**2. Theoretical framework:** It Includes a review of educational literature that interpreted the terms under study into three axes: the first: the educational program, the second: the theory of enrichment, the third: habits of the mind.

First: - Educational program: The scientific and technical progress witnessed that the modern era is witnessing has its implications in highlighting the role of educational institutions in the field of their role in the development of the desired behavior of the learner, hence the thinking of building educational programs in which the element of planning is available according to the required foundations as the learner is provided with basic and enriching programs which its aim is achieving the desired educational goals to raise the level of these abilities, including the abilities of thinking in general level achieved by raising the level of educational achievement by exciting the levels of thinking. (alsebti, 2016, 11) and the program is a series of organized and planned activities for a study material to achieve the educational goals that the teacher aims to implement on the community. (Zayer and others, 2017,33) as for the components of the educational program as determined by educational research and studies they are consisting of: goals, content, teaching methods, educational means and activities, and evaluation, In addition to a set of methodological procedures for the control of the program. (Ibrahim Magdi, 2009, 196, 197).

Principles of the educational program building: The construction of educational programs is based on a group of principles, the most important of which are:

- 1- Keeping up with the needs of the learner and the needs of society.

- 2- Attention to the development of the learner in the psychological, physical, social and cognitive aspects.
- 3- Taking into account the individual differences between learners.
- 4- Focus on the role and positive role of the learner in the learning process through the practice of educational activities that are compatible with his abilities and preparations.
- 5- Closer the relationship between the learner and his natural environment, by providing him with opportunities to deal with the things that are perceived directly through visits to natural places.
- 6- Developing his senses, his ability to observe and experiment to reach conclusions and realize the relationships between things and solve the problems he faces.
- 7- Promoting innovation and creativity of all kinds and guiding it to the benefit of the learner and his community.
- 8- Developing social skills represented by cooperation, teamwork and belonging to the family and the country in order to adapt to the members of its community. (Kanani, 2020, 8)
- 9- Diversification in the use of educational means that will develop self-learning skills.
- 10- Encourage learners to research, investigate and detect. (Zayer and others, 2017, 35)

Enrichment Theory: Learning is the result of actual physical growth in the brain. Talking about learning means talking about the physiology of the brain and how it increases its physical development. This is achieved by enriching the educational environment. (Rashid, 2006, 45) The brain accounts for about 2% of the adult human body weight, while consuming about 20% of the body's energy, while scientists estimate that we use less than 1/10,000 of the supposed processing capacity of our brains, as opposed to their activities. The key to achieving greater intelligence and learning progress is to develop more interlocking bonds or connections between brain cells and not to lose existing connections, through the activation of brain cells and by environmental stimulus (Motivation). Neuroscientist Bob Jacobs of the University of California discovered that students who had been subjected to tasks that include more challenges and demands in their school life had more branches or neurobranches than students who had not been exposed to such tasks. (Amer and Rabie, 2008, 81,82) California's Diamond University's brain research leader says "When we enrich the environment, we get brains with a thicker cerebral cortex, more neurobranches, and more growth in cell body bumps, as the climate in which students work greatly affects thinking, a change is not expected to occur if the environment is not enabled and supported, so the brain can actually develop new bonds due to the environmental thrill, thus our brains contain a neural network (basic) and enriching the environment adds to this network, thus the brain be with a rich network. <https://skillsforlife.yoo7.com/t466-topic>

There is a number of physiological changes occur when the brain immerses in a rich environment:

1. Branching parts grow and change shape, or shrink when we experiment on things around us. As the neurons grow, the brain becomes denser and heavier, so the types of data that generate the greatest physiological change in the brain were chosen .
2. The excitement of a rich learning environment leads to significant physiological change in the brain, which may be up to 20% compared to brains that operate in an unexciting and an unhappy environments.
3. There is a correlation between brain composition and what we do in life, i.e. the time we spend at work and the time we spend without work. In other words, how we spend our time — what we ask our brains to do on a daily basis — is already changing its physiological composition.
4. Much of the increase in normal size or brain mass (the brain at birth forms a quarter of its final size in adults) is due to the process of myelin formation, a process in which the formation of fatty tissue around the nerve axes of the constantly released neurons, which acts like the work of the rubber insulator that covers electrical wires, this will allow faster and more reliable transmission of electrical impulses, thus improving communication between neurons. While much of this process occurs with the gradual maturity of the brain. However, much can be deliberately improved through adequate training in the use of knowledge or skill being learned, especially in real situations that allow for a rich sensory input and feedback.
4. The principle of "use it or lose it" is a basic principle that applies to all ages — from birth to old age — brains do not steadily make more and more connections (links only), but they establish much more bonds than they need, and then get rid of those old unused links, proving that writing off these old links is just as important as adding new links. (Rashid, 2006, 45-48). The role of the teacher in shaping a rich environment:
  1. Having an open cooperative relationship based on friendliness and mutual honor between the teacher and the students.
  2. Collective education and more learning independence.
  3. Where learning activities vary, there is interaction within the classroom, teacher experiments, etc.:
  4. The student plays the role of the discoverer, experimenter and the active in education.
  5. Provide an atmosphere of trust, acceptance, appreciation and fun.
  6. Take advantage of the feedback processes in achieving the desired goals.
  7. Always put students in challenging and competitive positions.
  8. Work to increase the motivation of students' learning.
  9. Diversity in the use of educational media suitable for goals.
  10. Use various methods to evaluate learning processes. (Badir, 2008, 234,235)

Third/ Habits of the Mind: The Theory of Mind Habits emerged in the 20th century by Stephen Covey, the first to launch the concept of the seven most effective habits of the people, and after Arthur Costa and Bena Kellick they came up with the theory of 16 mind habits based on the results of Feuerstein research, (1981) Sternberg, 1984, (Broun, 1991) (Berknes, 1991) And

Gilman (gilman, 1995) which investigated the characteristics of brilliant thinkers, and the main goal of Costa and kellick's work was to answer the two questions: what intelligent behaviors refer to the thinker whom is competent and effective, and what do people do when they engage in intelligent behaviors, from this point of view came the label of the habits of the mind with intelligent behaviors, because It consists of a set of intellectual behaviors that lead to productive actions. (Al-Tarhi and Haidar, 2013,16, 17) both Costa and kallick have a deeper orientation that involves the human dimension contained in the theory of the habits of the mind, where it is seen not as a philosophy of truth but a human philosophy that honor others and expresses faith in people's ability to develop their ideas through rational meditation and true emotion. (Al-Rabgi, 2015, 60) and (Rzk, 2003) defined it, that the habit is a form of activity that is initially subject to the will and feeling with the accuracy of the existence of learning for this activity until its repetition becomes automatic and then it turns a habit, and it is likely that this habit will continue after the goal of the original activity disappears and therefore it is a type of acquired behavior repeated in similar situations. (Al-Abadi, 2019, 59,60)

Characteristics of mind habits: - The concept of mind habits can be understood by the characteristics of these habits, which Costa mentioned in his book as follows:

1. Evaluation: It is the choice of the appropriate and most suitable intellectual behavior pattern for application without other less productive intellectual patterns.
2. The presence of desire or inclination: it is a sense of inclination to apply the various patterns of intellectual behavior. (Ibrahim, 2009, 57).
3. Sensitivity: - This is by recognizing the existence of opportunities and appropriate situations to think and choose the right times for application.
4. Possessing the ability: to possess the basic skills and abilities through which multiple patterns of intellectual behavior can be applied. (Adman, 2012, 259).
5. Commitment or pledge: - This is done by working to develop the performance of different patterns of behavior that support the thinking process itself.
6. Policy: It is the integration of rational patterns into all actions, decisions and practices and upgrading them, and making this a public policy of the school and should not be overcome. (Hujat, 2010, 36).

**3. METHODOLOGY:** This chapter includes a presentation of the procedures used in this research in terms of building the educational program, adopting the appropriate curriculum, identifying the research community and its sample, parity procedures, adjusting exotic variables as well as preparing research and verification tools for their psychometric characteristics, and as follows: - To achieve the two objectives of the research, the researchers followed two approaches: one of which is the descriptive approach to building the educational program, and the other is the experimental method to know the effectiveness of the tutorial.

1. Descriptive approach: The first goal of this research is to build an educational program based on the theory of enrichment, so the appropriate approach to achieving this has been chosen is , the descriptive approach was chosen, and to place the appropriate theoretical framework on which the research is based, while identifying the elements associated with independent and dependent variables, as well as building the educational program and identifying its elements and components, and building research tools represented by the measure of the habits of the mind.

2- Experimental approach: To learn about the effectiveness of the independent variable (educational program according to the theory of enrichment) on the dependent variable (habits of the mind) the experimental approach based on the experimental design was used with partial control. The resulting effect is measured by the experimental treatment, and the performance difference is derived on pre and post research tools on the experimental and controlled research groups.

Research procedures: The researchers relied on the experimental approach based on the experimental design with partial control of the implementation of the program and the statement of the effectiveness of the independent variable (tutorial according to the theory of enrichment) on the dependent variable (habits of the mind), as in the form (1):

The Group	The Tool	Independent Variable	Dependent Variable	Research tool
Experimental	The pre-Test	The educational program	Measure of the habits of the mind	The post-test
Controlled				

Form (1) The experimental design

Research community and its sample: The current research community includes all students of the history department of the third phase in the faculties of basic education in Iraqi universities for the academic year 2020-2021, and the research samples were selected in a deliberate manner from students of the third stage/ history department/ Faculty of Basic Education / Babylon University, and the history department included two divisions For the third stage/ for the academic year (2020-2021) there were (110) students, divided into two divisions of (56) students of the division (a) and (54) students of the division (b), The researchers randomly selected Division A to represent the experimental group whose students will be studied according to the educational program, division (b) representing the control group whose students will study in the usual way, and after excluding (1) student who was an addition student from the evening shift and (1) teacher student knowing that the exclusion was only statistical When analyzing the results, the students continued to study to maintain order, so the current research

sample consisted of (108) students of which (54) students in division (a), (54) students of division (B) and Table (1) explained this.

Table (1) Number of students in the two research groups before and after exclusion

The Group	The Division	Number of the Students before exclusion	Number of the Excluded students	Number of the Students after exclusion
Experimental	A	56	2	54
Cotrolled	B	54	/	54
The total		110	2	108

Parity of the research groups: The researchers conducted a statistical parity between the two research groups before experimenting with some variables that may affect the results of the experiment (The age which is calculated by months, academic level of students in the previous year (The second phase), IQ level, testing of previous knowledge, external safety control (control of internal variables), as the results of parity between the research groups showed that the two groups were equal to the variables mentioned.

Preparing the research requirements: The research requirements are one of the main things on which the research is based and accordingly to it the research procedures are implemented which is composed of (the scientific material taught to the two research groups during the duration of the experiment (the first semester) of the academic year 2020-2021 The scientific material included topics of the material of the educational techniques, and the behavioral objectives which are (160) behavioral targets were formulated according to the Bloom's classification in the field of knowledge distributed at the six levels, and the preparation of teaching plans for the topics studied during the duration of the experiment and it was presented to a group of experts And specialists in teaching methods, to express their opinions on the integrity of its formulation.

Measure of the habits of the mind: The researchers relied on the measure of the habits of the mind of Costa kallick after its translation, and verified the sincerity of the translation after it was presented to a group of experts, the scale consists of (64) paragraphs, and after ascertaining the sincerity and stability and the statistical analysis of the paragraphs of the scale, the test was applied to the two research groups.

Statistical means: For data processing and conclusions, the T-test of two independent samples was used, difficulty factor, paragraph discrimination ability, equation of the effectiveness of wrong alternatives, Pearson correlation coefficient and impact size equation.

**4. RESULTS** - Students of the experimental group who studied the scientific material using the educational program outperformed the students of the controlled group who studied the same material in the usual way in the measure of the habits of the mind.

**5. CONCLUSIONS** In light of the results of the research, the researchers came to the following conclusions:

1- The educational program according to the theory of enrichment has a great impact in attracting the attention of students and increasing their motivation and enjoyment, cooperation and active participation during the program lessons.

2- The program increased the ability of students to flow ideas, find alternatives, exchange opinions, take responsibility, feel confident in themselves and be able to challenge difficult circumstances.

3- The habits of the mind can be developed, gained and educated, and this needs care from the teachers and giving opportunities to practice mental habits (intelligent behavioral performances).

Sources:

1- Ibrahim, Bassam Abdullah Taha, 2009, Learning based on life problems and thinking development, Al-Masira Publishing, Distribution and Printing House, Amman.

2- Ibrahim, Magdi Aziz, 2009, Dictionary of Terms and Concepts of Teaching and Learning, World of Books Publishing, Distribution and Printing, Cairo.

3. Badir, Creman, 2008, Active Learning, Al-Mesra Publishing, Distribution and Printing House, Amman.

4- Al-Jalali, Sheen Mustafa, 2011, Academic Achievement, Al-Mesra Publishing, Distribution and Printing House, Amman.

5- Hajjat, Abdullah Ibrahim, 2010, Habits of Reason and Self-Effectiveness, Jlis Al Zaman Publishing and Distribution House, Amman, Jordan.

6. Hussein, Mohammed Ibrahim, 2012, High-ranking Habits of Reason and Thinking and Their Relationship to Self-Effectiveness among Students of the Faculty of Education, Unpublished Master's Letter, Ibn Rushd Faculty of Education, Baghdad University.

7- Al Rabagi, Khaled bin Mohammed bin Mahmoud, 2015, Habits of the Mind, Motivational Achievement, Publisher, Debono Think Tank, Amman, Jordan.

8- Rashid, Ali, 2006, Enriching the Learning Environment, Series: Successful Teacher and His Basic Skills, Book 5, Arab Thought House, Cairo.

9. Zayer, Saad Ali and Sama Turki Inside, 2015, Recent Trends in Arabic Language Teaching, Systematic Publishing and Distribution House, Amman.

- 10- Zayer, Saad Ali and others, 2017, Contemporary Educational Encyclopedia, C1, Safaa Publishing and Distribution House, Amman.
11. Al-Saadi, Hassan Khali Mohisin, 2020, Effective Teacher, Strategies and Teaching Models, i2, Al Shorouk Printing and Publishing Office, Diyala, Baquba.
12. Al-Sabbathi, Rand Ali Hussein, 2016, Educational Programs and Their Relationship to Critical Thinking, Safaa Publishing and Calendar House, Amman.
- 13- H.E., Marwa Salah Ibrahim, The Habits of the Mind and its Relationship to Mastery and Cognitive Flexibility among High School Students, Arab Studies in Education and Psychology (ASEP), Issue 87, C2, July 2017.
- 14- Shehata, Hassan and Zainab al-Najjar, 2003, Dictionary of Educational and Psychological Terms Arabic-English-English-Arabic, Egyptian-Lebanese House, Cairo.
- 15- Al-Tarhihi, Fahem Hussein and Haidar Tariq Kazem, 2013, Intelligent Behaviors based on the brain halves of the brain habits and brain sovereignty, Safaa Publishing and Distribution House, Jordan.
- 16- Amer, Tarek Abdel Rauf and Rabie Mohammed, 2008, Employing Brain Research in Learning, Yazouri Scientific Publishing and Distribution House, Amman, Jordan.
- 17- Attia, Mohsen Ali, 2009, Learning Environment Organization, Safaa Publishing and Distribution House, Amman, Jordan.
- 18- Aaman, Nadia Hussein Younis Al-Aman, 2012, Modern Trends in Teaching and Thinking Development, Safaa Publishing and Distribution House, Amman.
19. Al-Amira, Mohammed Hassan, 2008, Origins of Historical, Social, Psychological and Philosophical Education, I5, Al-Mira Publishing and Distribution House, Amman.
- 20- Awad, Youssef Dhiab and Magdi Ali Zamil, 2010, Active Learning towards an effective educational philosophy, Al-Curriculum Publishing and Distribution House, Amman, Jordan.
21. Ghanem, Mahmoud Mohammed, 2009, introduction to thinking teaching, Culture Publishing and Distribution House, Amman.
- 22- Al-Kanani, Silwan Khalaf Jassim, 2020, Educational Programs Modern Trends on which it is based and its strategies see cognitive and employment theory, Al Yamama Printing and Publishing Library, Baghdad- Bab al-Mu'adam.
23. Kelly, Page, 2014, Structural Assessment in Science 75 Practical Strategy for Linking Evaluation, Teaching, Learning, Translated by Jabr bin Mohammed al-Jabr, King Saud University Publishing House.
24. Willis, Judy, 2015, students' learning is fuelled by research-based strategies - in-depth looks at a teacher and neurologist - translated by Hanin Gbish, Abaykan Publishing, Saudi Arabia.  
-<https://skillsforlife.yoo7.com/t466-topic->