

EVALUATION OF TEACHING PRACTICES OF SCIENCE FEMALE TEACHERS FOR THE 1ST INTERMEDIATE GRADE IN THE LIGHT OF METACOGNITIVE READING SKILLS IN TEACHING SCIENCE

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Abstract_ The current study aimed at suggesting a list of Metacognitive reading skills as an introduction to employ reading in teaching science for for the 1st intermediate year, hence observing the Practices of Science female Teachers during teaching science(planning, applying, evaluating) and determining the extent of employing the Metacognitive reading skills among science teachers in teaching science for the 1st intermediate year. The study sample consisted of 30 female teachers for the 1st intermediate year chosen by the caste random sample method. The sample included (30) Plan of daily lesson plans for teachers of science. The study tools included a list of teaching practices in the light of Metacognitive reading skills that emerged observation card and interview for the 1st intermediate year female teachers that were checked for verifiability and reliability according to the scientific methods. The researcher has employed the descriptive representing in content analysis and observation. researcher has resulted that there is lowness and weakness in the practising the standards of employing the metacognitive reading skills in teaching science(planning, applying, evaluating) for the 1st intermediate year female teachers. The researcher suggested some recommendations in the light of results.

Keyword: Teaching Practices, 1st intermediate year female teachers, metacognitive reading skills.