

THE EFFECTIVENESS OF A TRAINING PROGRAM FOR THE INTEGRATION OF DIVERGENT THINKING SKILLS IN TEACHING SOME EDUCATIONAL COURSES AMONG A SAMPLE OF FACULTY OF EDUCATION STUDENTS AT KING FAISAL UNIVERSITY

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ABSTRACT_ The study aimed to preparing a training program based on integration of divergent thinking skills in teaching some educational courses among a sample of faculty of education students at King Faisal University, measuring effect of a training program on some psychological variables (achievement motivation- critical thinking skills) and introducing cognitive content of some educational courses in an interesting way to increase students motivation and emphasizes his active and positive role in knowledge acquisition study Problem 1-There are significant differences between the mean scores of experimental group and the mean scores of control group in the study variables(achievement motivation - critical thinking skills) for the sake of experimental group after the application of the program 2-There are significant differences between the mean scores of the experimental group in the study variables (achievement motivation - and critical thinking skills) before and after the application of the program 3- There are no statistically significant differences between mean scores of the control group in the study variables (achievement motivation - and critical thinking skills) post and pre measurement Study sample Study sample contains (120) third and fourth grade students in faculty of education (60)experimental (60)control groups , group were equivalent in all independent and demographical variables Study tools 1-The training program aims to (the development of the skills of basic and complex thinking at third-level students and the fourth at the Faculty of Education at King Faisal University 2-the critical thinking skills scale prepared by Al Sharqi (2005)1- achievement motivation scale (Ghneimat 2012) and the developer of the scale (Attia, 2002) study results showed statistical significant differences between the experimental group and the control group in post measurement in critical thinking skills for the sake of experimental group. Results showed statistical significant differences between the pre and post measurement in critical thinking skills for the sake of post measurement. Results showed statistical significant differences in increasing level of achievement motivation between the experimental group and the control group for the sake of experimental group. And results showed that all the values (T) test were significant between the experimental group and the control group in pre and post measurement in achievement motivation for the sake of post measurement study recommendations In light of the findings, the researcher recommended the necessity of preparing programs to help teachers to integrate thinking skills within the content of the academics courses, and to move from rote learning style to active learning the style.

Keyword: training program, divergent thinking skills, King Faisal University.