

**The effect of the using Rothkof
method to developing the
critical thinking in history for
fourth classes students**

A thesis

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SUAAD SALMAN AL-ZAHAWI

Supervised by

Asst. prof.

NASHA'A KAREEM AL-LAMY (PH.D.)

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Abstract

Because of the expansion of knowledge and information as a result of the scientific and technological development and as a consequence to educational spreading, and its different levels, and its aims variations, the educated mind.

Therefore, this mind will be active in the educational Operation, especial in the study of the social subjects, including history. History is considered as the most related subjects that society, problems, challenges, and its past, present, concerns and future. Moreover, it is also regarded among the educational subjects that has its educational purposes. It contributes in developing the educated personalities. It's impotent to prepare an educated learner who is able to solve his problems by himself. Besides, he has the ability for a critical thinking and reaching the right decision.

However, despite of the advantages of history in education and its importance in stirring the interests of the educated man, the methods of teaching history in Iraqi school depend on lecturing and memorizing by the teacher and learning by heart and memorization by the student. History is not limited with narrating the events that took place in the past. We have to be concerned with the interpretation of historical

events and getting lessons from them. History needs searching the information and facts for the aim of raising the educational level of the educated people.

The researcher tends to use Rothkoph method, because it is one of the modern methods of history teaching. It has the effect of activating the critical thinking, and it has great role in the educational operation. Additionally, it elevates the level of thinking among the educated people.

The present research aims at knowing the impact of Rothkoph method in developing the critical thinking of the fourth class students in history. To verify this fact, the researcher derived these zero hypothesis.

1-there are no statistic differences at 0.05 among the averages of the experimental group, that teach History of Arabic Islamic civilizations, by Rothkoph method on critical thinking before and after applying the experiment.

2-there are no statistic differences at 0.05 among the averages of the control group, that teach History of Arabic Islamic civilization, by the normal method on critical thinking test before and after applying the experiment.

3-there are no statistic differences 0.05 among the averages of the experimental group that teach Arabic Islamic civilization History, by Rothkoph method, and the averages of