

Habits of Mind for the Specialty Teaching Student's

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Abstract

The study aimed to identify the level of Habits of Mind for Students of teaching and use descriptive method survey manner was selected random sample of 70 students and the most important results was that, diversity in the level of Habits of Mind of specialty teaching students ranging from 80.42% up to 54.62 % and this related to the none of use Habits of Mind

Key words: *Habits of Mind*

Preface

Educational institutions seeking to keep abreast of new developments through the optimum exploitation of the capacity and capability of its people and the development of elements for the education system and updated to keep in touch with these developments.

Therefore most experts in the field of thinking and creativity agree to on a number of smart intellectual behaviors that can be applied to all branches of knowledge and can be used by teachers and students and for all ages.(11:15)

Costa and Bena Kallick 2008 Refers to Habits of Mind that is providing a range of intellectual values for teachers and students during the continues work, it's a mixture of skills experience, tendencies which show during the behavior's that is used in many educational situations.(10)

And Marzano (1999) see that the habits of the mind is to be aware of your thinking and expand the limits of your knowledge and abilities can play the effectiveness of your actions and the development of habits of mind that enables individuals to learn on their own.(13:18)

Costa and Bena Kallick 2008 refers that the habits of the mind are:

1. Persisting
2. Managing Impulsivity
3. Listening to Others-With Understanding and Empathy
4. Thinking Flexibility
5. Thinking About Thinking
6. Striving For Accuracy and Precision
7. Questioning and Posing Problem
8. Applying Past Know Ledge to New Situations

9. Think and Communicating With Clarity and Precision
10. Gathering Date All Senses
11. Creating , Imagining , Creative
12. Responding With Wonderment and Awe
13. Taking Responsible Risks
14. Finding Humor
15. Thinking Interdependently
16. Remaining Open to Continuous Learning (10)

Habits of mind help to management positions and meet the challenges helps people on the responses appropriate actions to resolve problems and supports the sudden act wisely in various positions.(19)

So Habits of the mind can be used by intelligent people in solving difficult problems and come up with solutions in the long term.(22)

Employ Habits of Mind makes the individual depends on the specific patterns of mental behavior , hiring processes and skills of mind when it's faced with a new experience or situation , making a better response and the most effective and can be the result of the employment of such skills that the problem is resolved or absorb new experience more quickly.(1)

Our mental habits affect everything we do and weak mental habits usually lead to weak learn regardless of our level of skill or ability and the sculled educated become ineffective if you do not grow strong mental habits.(12:31)

And the development of habits of mind has become an urgent need to rooting these habits as the value of personal and social transformation of society to a developed society solve problems and make the right decisions.(8)

Where it develops the habits of the mind for the students through their discovery of thinking and mental habits of

historical figures by creating descriptive school circumstances indicate that the behavior reflects the depth of thought and attention to others and their feelings.(16: 125)

in this regard, the researchers believe that the biggest catalyst for the development of the mind habits of learners and interest in and consolidation is to put models with relevance and excellence throughout history where religious, scientific and ethical values, and perhaps at this point that we can put personal example for all humanity, the Prophet Muhammad peace be upon him that example in Science and Creation Mercy and models valued companions and also a lot of outstanding scientific models that are related to students' lives and that are pushing towards the optimal use of mental habits.

The habits of mind have become a focus of attention in education, curriculum and calendar where as important needs to habits such as the struggle for precision continuous and permanent learning.(21)

Costa and Bena Kallick 2008 Confirms That Habits of Mind has a great importance to physical education teachers, including habits such as perseverance and listening with understanding, sympathy, control of recklessness, innovation and taking on the responsibility and the risk of thinking about thinking. Citing Costa,1991 Tishman & Perkins,1997).(10)

And the habits of mind has become a place of interest in the inputs and outputs of learning in schools as the habits of mind that allows educators through education and learning by giving students the opportunity for self-learning.(20)

Habits of mind has become important in the classroom where teaching focuses on gaining experience and practice meditation to use the habits of mind and given the opportunity for self- learners to provide for themselves, according to the skills of Habits of Mind Costa and Bena Kallick 2008.(10)

Research problem

The coach and teacher qualification qualified up to date with contemporary requirements of the times in which we live teacher who is jealous of his mind and the mind of his students constitutes suitable environments for developing his students mind. And in vesting it in their environment and learning management. (16:156)

Costa confirms that physical education teachers neglect to use Habits of Mind, despite being relevant to physical education teachers, as well as other areas, citing Costa,1991 Tishman & Perkins,1997.(10)

The researchers believe that the habits of mind necessary to the success of teaching and learning programs in

different educational institutions , both in the schools Or in the university where it supports smart behaviors and routing optimization of skills and capabilities and the ability to deal with changes and management of sudden particularly the field of physical education positions as one of the important areas that require awareness building optimal skills process kinetic and physical abilities and guidance in light of building confidence and emotional adjustment during practice and competition situations.

In emphasizing the importance of habits of mind in the fields of physical education light Under developments and scientific challenges that require attention learners and prepare them in line with these developments, which develop the educated and scientific knowledge , abilities and push them towards better performance both through courses the college or field experience (as a student teacher) of during the school researchers saw indispensability to identify the habits of Mind level of specialization teaching students .

The Study Objective

Identify the habits of mind on the level of specialty for students of teaching.

Study questions:

1. What habits of mind the level of specialty for students of teaching?
2. What is the most habits of mind used for the level of specialty for students of teaching?

Study Proceedings

Approach used: The descriptive method survey manner

The study population: Study represents the fourth year students of the community school sport specialization and the number (141) students.

Sample scoping study: Random sample was selected from the basic study population and outside the core study sample consisted of 20 students from the fourth year students of specialty Faculty of Physical Education for Men, Alexandria University

The core of the study:

The researchers chose the main study by random sample of students under study and the way their number (70) student

Data collection tools**Habits of Mind scale design**

- The researchers access to studies and references that dealt with the habits of mind numbers (1)(3)(4)(6)(7)(8)(11)(16)

- They have been prepared for the scale of the habits of the mind composed of sixteen usually mentality related to costa and Bena Kallick design fit with the subject of the study. (Researchers design)

- Viewing Habits of Mind scale in the initial image on a number (6) of the arbitrators Facility attachment (3) in order to identify:

- * Mind appropriate to the subject of study habits.
- * Clarity and link all the words (single) with each usually from mental habits.
- * Ratio arbitrators agree on a scale Habits of Mind.

The Researchers have embraced the 80% where agreement has been deleted (attachment 4) and modify some Phrases to be finalized (attachment 5).

Scientific transactions to scale Habits of Mind**Honesty**

Believe arbitrators has been Habits of Mind scale on the number of arbitrators specialists in the field of curricula and teaching methods , and sports psychology to identify the scientific accuracy and comprehensiveness and relevance to the subject of the study were to delete and modify some of the language to become finalized.

Persistence:**Through two methods:**

(a) The application and re- application : the researchers calculated the stability of scale through the application and re- application after a period of 12 days , where he was the first application in 05/06/2015 the second application on 18/5/2015 for the sample of 20 students randomly selected from the original community and outside the sample of the basic study as the value of reliability coefficient of 0.85 which is greater than the value t Driven at $0.5 = 0.355$, and at a level of $0.01 = 0.456$ indicating a measure of stability.

(b) Retail midterm: has calculated the stability of the form by the debugger correlation coefficient between odd and even phrases Spearman Brown Coefficient and valued at 0.88 which is greater than the value t Driven at $0.5 = 0.355$, and at a level of $0.01 = 0.456$ which shows the stability of the scale (attachment 6).

Application study

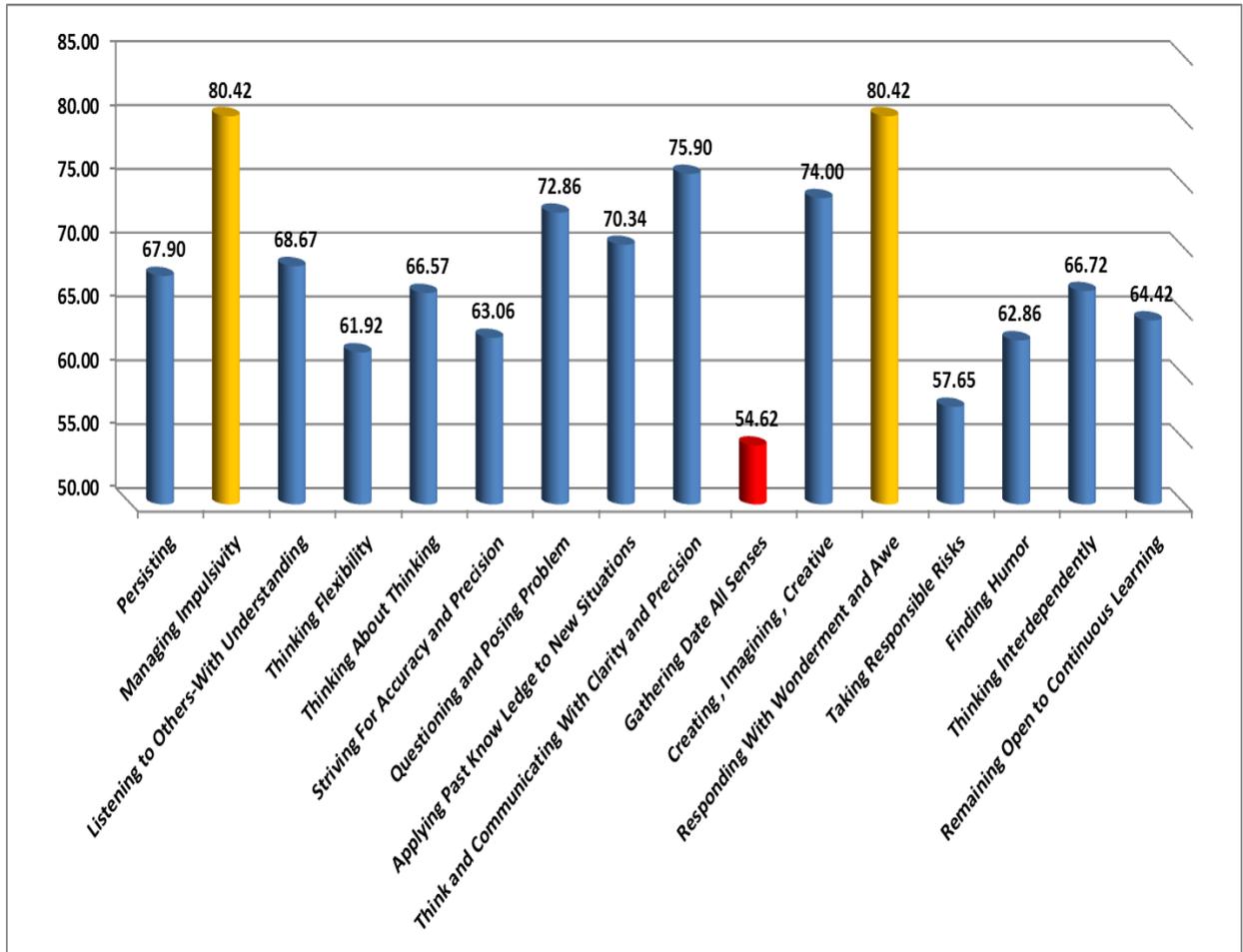
The researchers apply the basic study on a sample study on 21/05/2015 at the Faculty of Physical Education for Men in Alexandria

Statistical treatments

- Average (Mean)
- Std. Deviation
- Frequencies
- Percentile
- Chi- Square
- Response Level
- Proportion of the Approval

Discuss the Results

Graphical form of (1)
It illustrates the level of Habits of Mind



Evidenced by the results of Graphical form (1) that there is variation in the Habits of Mind level of specialization teaching students ranging from 80.42% up to 54.62 % the researchers insights about this discrepancy through the habits that have achieved above the level of 70 % as the high level of my habit reciprocal thinking and listening with understanding and sympathy by 80.42 % and then followed by show the last application of knowledge to new situations by 75.90 % and in the light of this, the researchers believe that by studying the students for many decisions in the specialty as decisions teaching methods of collective and individual games as well as methods of teaching physical exercise and teaching methods where water sports are practiced for many of the students Teaching skills

such as planning - implementation - Calendar in different games and according to the diversity in the use of a variety of skills application under the guidance of peer which gives reciprocal roles for students between performer and

observer, as well as cooperation between the students through the practice of cooperative learning method which gives the learner can play many roles rotated through mutual thinking and joined ideas and listening to different instructions, which offered methods between the folds of leadership to each other and the distribution of different roles, including as a leader and performer and observer and critic of the performance of a diversified through various courses and other miscellaneous instructional practices that promote the presence and use Habits of Mind.

This confirms Costa and Bena Kallick 2008 Habits of Mind that offers a range of intellectual values For teachers and students during the ongoing work, a mixture of skills and experience and tendencies and behaviors during the show, which is used in many different educational situations .(18)

And promote the multi- teaching practices listening with understanding the nature of the roles played by students

through advance planning of these different performances and applied during exercise training field outside the school, which be present where as a group they can exchange ideas on the most appropriate decisions to be applied during the positions of teaching and learning, in the light of understanding the instructions of supervisors and commitment good planning, but this habit mind is a prerequisite for students in universities and this is consistent with the 2012 study Shammari and Mohammed Farhan 2014.(9)(14)

Also confirms Costa and Bena Kallick 2008 Habits of Mind that is a pivotal part in school life where it became an integral part of them which is applied to the learners to face the problems and guide the actions and ideas and also through learning and everyday interactions and behaviors.(18)

And usually come last application of knowledge to new situations by 75.90% and usually foot on responsible risk by 74% where the student will benefit by learning different sports skills in the early school years, which gives him the outcome of knowledge and skill to apply these different skills through positions and learning education made available to it in light of the linkage between them and the decisions of the curricula and teaching methods corruption self-esteem and responsibility and the desire to teach and learn different skills and learn from mistakes and to link all this information through the decisions of the methods of teaching different sports confidence to be applied in the school during the performance of field training internal and external functions and where the role of the teacher and the learner exercises This is consistent with the results of a study Angle White 2009 (17) with respect to the needs of learners as consistent with the Wing Study 2010.(25)

and Eman Elakmany 2012 (3) with respect to teachers It also stresses the results of a study the faith of pumice in 2013 that the habits of mind is the pattern of intelligent behavior, which leads the teacher or the learner into productive work or the individual consists in response to certain types of problems you need to research and hopes and then drive an individual to success and this is only available to those who Has high performance professionals can withstand any problem it faces.(4:150)

The most important roles in school physical education development of problem-solving skills and connect what children learn from the knowledge and trends in the nature of social life to employ what I learn in solving the problems that it faces.(2:27)

And coming in the arrangement usually find a sense of humor by 72.86% in terms of selection of students for a small games and stories kinetics of purposeful educational

and emitting in the soul fun and pleasure and this is in light of the investigation of physical education goals through lessons that focus on the side of emotional learners as one of the fundamental aspects of the integrated learner growth as usually represent the struggle for the accuracy rate of 70.34% positions where the diversity of teaching and learning, which allows students the teacher to judge the performances of his colleagues and also seek to reach the best level through various teaching practices. Haider also confirms the results of the study (2012) (5) the importance of the use of reason habits for students of College of Education, Sports, and refers Qatami (2005) that would teachers be successful Take advantage of every opportunity to instill the habits of mind and activated in any situation or problem solving or decision-making (16:125), and this is consistent with the results of faith Eman ElKhaf 2012 (3) and John Campbell 2006.(23)

Contrast as seen in the habits of the mind level of specialization by teaching students ranging from 68.67% up to 54.62%, which shows that most of the habits of mind for students to specialize in the level of average. Where confirms Marzano 1999 that when teachers plan lessons, they often do not see a way conscious to the activities or strategies that might use them to help students to grow mentally productive habits and the focus is instead on the content and the need to cover curriculum education system.(13)

Qatami indicates that a very important feature of the habits of mind not only the possession of information, but knowing how to work it and use it and this is what is lacking in our students as they need to use these habits in various mental and practical activities (16:102). Ismail as the safety of others and the 2013 study confirmed (1) the weakness of the mind habits of the students are also clear differences in the level of the habits of the mind as in Steven Kat 2002.(24)

And confirms Costa and Bena Kallick 2008 that the physical education teachers and other teachers neglecting other areas use Habits of Mind in physical education transferring from (Costa,1991; Tishman & Perkins,1997).(18)

The researchers believe that the culture of use and application of habits of mind are not included in the programs and decisions of preparing student teachers colleges of physical education or even through professional development for teachers of physical education programs, and thus that in mind the interest in this modern -oriented educational and which would enrich the positions of teaching and learning and the development of teachers and learners capabilities.

Conclusions

- Teaching tasks through a commitment to diversity planning or implementation of the activities through collaborative tasks with colleagues helped to the presence of a high level in some of the habits of the mind specialty teaching students.
- Most of the habits of mind have not achieved a high level due to the lack directed towards the application of the mind -use habits.

Recommendations

- The need to activate the use and application of habits of mind (Researchers design) for physical education teachers within all deferent education stages.
- The need to reach for practical vision for the habits of mind in the field of teaching physical education curriculum.

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