

مجلة الطفولة العربية

المجلد السابع - العدد الخامس والعشرون - ديسمبر 2005

الجمعية الكويتية لتقديم الطفولة العربية - الكويت

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- كتاب العدد
- ضمان الجودة في الجامعات العربية / إعداد: د. عدنان الأمين (وأخرين) / مراجعة: د. علي أسعد وطفة المقالات
- المقالات
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- أنشطة وأخبار الجمعية الكويتية لتقديم الطفولة العربية
- تقرير عن "مؤتمر التأهيل الدولي للإقليم العربي" مملكة البحرين من 14-16 نوفمبر 2005
- أحدث إصدارات الكتب المتعلقة بالطفل

افتتاحية العدد

أسرة التحرير

البحوث والدراسات

- الذاكرة العاملة وفعالية الذات وعلاقتها بحل المشكلات الرياضية اللفظية والتحصيل الدراسي لدى تلاميذ المرحلة الابتدائية /
الملخص:

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المخلص:

- **Working Memory and Self-Efficacy in Relation to Mathematics Performance** / Pr. Reda Abouserie, Dr. Ahmed Ashor

Abstract: This study aims at investigating Baddeley's working memory model in different culture using different language. The study also, examines the relationships between working memory and both performance on mathematical verbal problems and overall achievement in mathematics. Furthermore, the study investigates the relationship between mathematics self-efficacy and both performance on mathematical verbal problems and achievement in mathematics. Working memory tests, self-efficacy questionnaire and mathematical verbal problems test were applied on 149 (75 males and 74 females) primary school children at grade five. Final exam scores in mathematics were obtained as a measure of the overall achievement in mathematics.

The results revealed a significant positive correlation between working memory and both performance on mathematics verbal problems and overall achievement in mathematics. Non-verbal working memory contributed significantly to the performance on verbal problems. Verbal and non-verbal working memory had significant effect on the overall performance on mathematics. On the other hand, the results showed significant positive correlation between self-efficacy measures (level and strength) and performance on verbal problems and overall achievement in mathematics.

- نمو تصور الكلمة عند الطفل من خلال نظرية الذهن /

المخلص:

- **The Development of the Child's Conception of the Word: Theory of mind.** / Pr El Rhali Aharchou, Dr Hicham Khabbache

Abstract: Many classical trends within the unilateral paradigm have asserted that the development of a mentalistic word-theory is achieved through a linear, single and progressive pathway for all children everywhere. In explaining the formulation of this theory, these traditional trends stressed one factor only (either constructive, socio-cognitive or innate). In contrast, data in our research have proved that both the formulation and the functioning of the mentalistic word-theory are irregular in the sense that there is intra-individual, inter-individual, inter-contextual and cross-cultural variability. This means that the formulation of the mentalistic word-theory is achieved through multiple pathways, and that multiple factors intervene in its construction. Hence, we have concluded that the mentalistic word-theory does lend itself to a pluralistic coalition approach.

- رؤية العالم لدى عينة من الأطفال المصريين بالتعليم الإعدادي
"النظرة إلى الدول العربية" /

- **How Egyptian Children in Middle Schools View their world?** / Sawsan Al-Sherif

Abstract: Worldview studies emerge through monitoring person's view of widespread circumstance and values in his society. The main concern in it is the cultural which reflect the traditions, thinking types, and all what persons gain by interaction with society and other peoples. Many studies indicate that the social and cultural changes leave huge effect on the relationships between generations. Also many evidences of various problems which a person faces usually has roots in early of his development stages. Hence, the current study focuses on the pre-school children, and how they view "The other". The lack of researches in the image of the world among children necessitated the writing of this paper.

كتاب العدد

- ضمان الجودة في الجامعات العربية /
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المقالات

- الأطفال الخوارق: دراسة حالة من السودان / . .

مقدمة:

"(Quality Assurance in Arab University)"

(Morelock & Feldman, 2000)

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(Morelock & Feldman, 1999)

(Feldman, 1980)

(Morelock & Feldman, 2000) 200 – 120

70 – 40

(Treffert, 1989)

(Levitin & Bellugi, 1998) 100 – 40

(Morelock & Feldman, 2000)

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