

# **The Reality of the practice of Arabic language teachers for the strategies of creative thinking and the difficulties of applying them in the Directorate of Education of south Hebron**

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## **Abstract**

This study aimed at identifying the reality of the practice of the Arabic language teachers in creative thinking strategies and the difficulties of employing them in the Directorate of Education / South Hebron in the light of the variables (gender, specialization, school stage, academic qualification and years of experience), on a sample of (207) teachers (36%). Two tools were developed for the study which are a questionnaire to measure the reality of the practice of Arabic language teachers of creative thinking strategies, consisting of (32) paragraphs divided into four areas: authenticity, fluency, flexibility and adding details, in addition to an open question, and a questionnaire to measure the difficulties of employing the language teachers the strategies of creative thinking consisted of (40) paragraphs divided into four areas: teacher, learning content, educational environment, and evaluation, in addition to an open question. The researcher confirmed the validity of the study tools and the reliability, where the reliability coefficient of the first tool was (0.93) and the reliability coefficient of the second instrument was (0.96).

The study found a set of results that the degree of practice of Arabic language teachers in creative thinking in the Directorate of Education / South Hebron is great. It also showed that there is no difference in the practice of creative thinking teachers in the Arabic language according to gender, specialization, scientific qualification and years of experience. While there is a difference of practice for the stage taught by the teacher and in favor of the upper basic stage, and showed that the degree of difficulties faced by teachers of the Arabic language in the use of creative thinking strategies are medium. These difficulties are not different depending on specialization, age and years of experience, while teachers face more difficulty than teachers in hiring them as well as diploma holders..

Based on the results, the study recommends holding training courses for the teachers of the Arabic language in teaching aids production classroom management. In addition, it recommends enriching the Arabic language courses with literary texts from the eyes of the Arab literature, which is thought-provoking, and to alleviate the vocational burdens placed on the teachers to improve the creative energies of their students and cooperation with the local community in developing schools infrastructure and providing them with all that they need, to refine the talents of students, like libraries, theaters and technological means. It also recommends encouraging the creative educational initiatives, and the adoption of university courses specialized in the teaching of creative thinking strategies