

SUMMARY OF THE STUDY

Introduction :

While facts, concepts and theories represented the cognitive domain and the skills represent the psychomotor domain, we find that attitudes, estimation sides and adjustment represent the affective domain. These three domains came out of the nature of the individual who is the aim of Education. The individual's performance at any work depend on these three domains together.

The research in the educational field that dealt with the competencies in teaching agree that these competencies include :

- Cognitive side which denotes the cognitive processes, and the mental abilities that the individual needs to perform his tasks in different fields.
- The affective side which denotes the individual's aptitudes, attitudes, values and beliefs.
- The psycho-motor side which depends on what the individual has acquired from the other two sides.

So, the effectiveness in teaching include not only knowledge but attitudes and skills as well. However, studying and Teaching History is still interested in the cognitive domain only. As a reaction to that some new attitudes have emerged calling for the concentration on the affective domain and its own components. Yet, the balance between the cognitive

and the affective domains in teaching history is not existed up till now.

Thus, the researcher realizes a bad need to the interest in the affective domains related to competencies of teaching history. So, the present study aims at preparing a suggested program to develop the affective domains included in teaching history.

The Problem of the Study :

The problem of the study may be confined to the following main question :

- What is the effectiveness of a suggested program for developing the affective domains included in teaching history?
- This question can be divided to the following :
 - 1- What are the affective domains included in some competencies of teaching history?
 - 2- To what extent are these domains found at prospective teachers of history?
 - 3- What are the bases of designing a program to develop some of these domains?
 - 4- What is the effect of such a program on prospective teachers' performance?

Objectives of the Study :

- 1- Submitting a theoretical study of the affective domain, its nature and its importance. Such study can help in developing programmes of teacher's preparing.

- 2- Identifying the affective domains included in some competencies of teaching history.
- 3- Preparing evaluation tools as affective domain scale and an observation checklist which includes competencies of teaching history.
- 4- Suggesting a program for developing the affective domains.

Procedures of the study :

- 1- Review of literature and related studies.
- 2- A study of the affective domain and its relation to teaching history to realize some teaching strategies that might be developed at prospective teachers.
- 3- A study of the competencies of teaching history.
- 4- Preparing tools of the study (a scale and an observation checklist).
- 5- Preparing the suggested program including three units and submitting it to a jury.
- 6- The field work including choosing the sample (4th year, history Dep, F.O.E., Benha), applying the tools of the study pre and post, and carrying out the program.

Results of the study :

- 1- Concerning the application of the affective domain scale:
There are significant differences at the level of .01 between the averages of the students' marks pre and post in favour of the post application.
- 2- Concerning the application of the checklist: There are significant differences between the averages of the

students marks pre and post in favour of the post application.

- 3- Concerning the relationship between the affective domain and the performance of the selected competencies : There is a significant relationship and a positive correlation coefficient (.39) between the affective domains included in the selected competencies and acquiring the performance related to these competencies.
- 4- Concerning the effectiveness of the program : The program proved to be effective in developing the affective domains included in the related competencies. Then, the results were analysed and interpreted and suggestions and recommendations were given.