Thinking Interpedently of Distinguished Students

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Abstract
The current research aims to identify the reciprocal thinking of the distinguished students, and to achieve the objectives of the current research, the researchers adopted the reciprocal thinking test for the researcher (Hammoud, 2014), which consists of (31) items, and the research was conducted on a sample of (359) male and female students, with (195) males and (164) females, from the distinguished students, and the research sample was chosen by stratified random method from the distinguished schools in Dhi Qar Governorate, then the paragraphs of the scale were analyzed logically and statistically to calculate their discriminatory ability and their validity coefficients, and the researchers verified the apparent validity and construction validity indicators to test thinking interchangeable.

The results showed the following:
1- Distinguished students possess high levels of reciprocal thinking.
2- There is no difference in reciprocal thinking according to the type variable.

Keywords: reciprocal thinking, distinguished students

First: The problem of the study
The progress of nations and peoples at the present time depends not only on their material capabilities, but also on their human potential represented by creative individuals who have the ability to confront problems and work to solve them in all fields of life, and this applies to our society, which is There is a dire need for creative individuals who are able to provide solutions to the problems of daily life. Therefore, the development of thinking among students has become one of the important educational goals that nations seek to achieve through their educational programs (Ibrahim, 1998: 9). Thinking helps individuals to invest the maximum extent possible of their creative energies in a way that serves and develops the community, which leads to the individual’s success within the community, because thinking is one of the gifts that God Almighty bestowed on man and his preference over all his creatures on earth (Al-Mousawi, 2009: 22). Many researchers believe that scientific knowledge is increasing every day, so teaching students and developing their reciprocal thinking abilities is a guarantee for them in dealing with the huge amount of information that enables them to make informed decisions in their lives. Thinking that helps individuals deal with these influences, including reciprocal thinking (Richter, 2013:4). It shows the need of educational authorities related to students and schools to know the higher mental abilities of students and work on developing them, and training them to deal with the information around them in order to create a generation capable of building the country. And his ideas, as the Iraqi society is going through difficulties during these years and it needs coexistence, cohesion and cooperation in order to find solutions to the problems facing them. facing them (Saleem and Hussein, 2018: 344). Through the foregoing, we can determine the problem of the current research by answering the following question:
What is the level of reciprocal thinking among distinguished students?

Second - the importance of the study
The subject of thinking is extremely important in contemporary education and an indispensable educational necessity, and the development of individuals’ ability to think and prepare them to face life’s challenges as it is an
important mental activity to solve the individual’s personal and social problems (Al-Jameel, 2014: 415). At the beginning of his life, a person is exposed to many challenges that it must be confronted, and thinking is one of the most important means of facing these challenges, and researchers believe that thinking is a supreme mental ability that distinguishes man from other beings. Development of thinking among individuals (Beyer, 2011, P-11). The importance lies in teaching the student reciprocal thinking, and the positive diversification of teaching methods because it has a great role in maintaining students’ motivation and encouraging them to be creative, as many studies indicate the importance of using mental habits in developing thinking and intelligence, which are important skills, in addition to their use in learning and achievement. Which is one of the most important goals of the educational process (Al-Masaeed, 2011: 196). Reciprocal thinking is one of the mental habits that are concerned with (teamwork, acceptance of the other, welcoming criticism and feedback, and developing social communication). Reciprocal thinking is important in contemporary education because it has an effective impact on the process. Educational, as it is a basis in the mental and cognitive construction of the human being, so it must be instilled and deepened among students (Mahmoud, 2019: 617). Distinguished students are distinguished from other students, in that they are keen to perform work in a sound and fast manner, and have superior ability to endure, determination, remembering and logical thinking, and the ability to use and apply scientific rules, and that they generate the largest possible number of ideas and alternatives and think accurately. Most of the distinguished students are distinguished by the level of their school performance from ordinary students (Al-Sourour, 2000: 454). Therefore, the interest of states in human wealth, and the strongest human capital, which is the mind, as individuals who have the capabilities, skills and traits are able to draw, implement and develop bright plans for the future (Al-Sherbiny and Sadiq, 2002: 5). Through what was presented, the importance of research can be summarized The current importance of theoretical and practical as follows:

1. The importance of the research community and its sample through the study of an important segment of society, namely the distinguished students, in addition to the importance of their age and academic stage.

2. The current research is a scientific addition to the academic library because it contributes to increasing theoretical knowledge in the reciprocal thinking variable, and will also provide a tool for measuring reciprocal thinking among distinguished students that can be used in the future.

Third: Research Objectives:
The current research aims to identify:
- Recognizing the reciprocal thinking of distinguished students.
- Recognizing the reciprocal thinking of the distinguished students according to the gender variable (males, females).

Fourth: Research Limits:
1. Conceptual determinants: include the current research variable in reciprocal thinking.
2. Human determinants: includes a sample of distinguished students (middle school students) of both sexes.
3. Spatial determinants: they include the schools of the distinguished in the province of Dhi Qar.

Chapter Two: A theoretical framework and previous studies

Man seeks reciprocity to improve his work and ideas, which requires an increased ability to think in consistency with others and to find ourselves more communicative with them and more sensitive to their needs. Our children in the age of information and ideas roam the world while sitting in their homes using the advanced world of technology and the means of communication available to them, which makes them acquainted with new cultures and ideas that they have not seen before and have not dealt with previously. For success in life, whether this individual is a child or an adult, male or female, and is also useful for interaction, harmony and creativity when he is with others, and Costa (2007) sees that the ability of reciprocal thinking is inherent in all successful people and that reciprocal thinking is the individual’s ability to perform With the utmost degree of mastery and skill when being with others (ibid:1-2).

Perhaps one of the most important trends in the post-industrial era is the increasing ability to think in consistency with others. Problem solving has become in the current situation at a high degree of complexity, so that no one can do this alone, which makes it imperative for the individual to be more interactive. And communication with others and more sensitive to their needs. This requires working in cooperative groups, because cooperating
individuals realize that they are more mentally and materially stronger when they are together than being an individual alone. Working in groups requires the ability to justify ideas and test the validity of solutions strategies on others, and requires a willingness and openness to accept feedback from a critical friend (Costa & Kallick, 2003: 36) and (Nawfal, 2008: 89).

The labor market or the field of work has become at the present time in need of people who possess flexibility and speed in innovation and adaptation and the ability to solve problems, communicate and interact with others in a way that develops their abilities to be creative to achieve success for their institutions and contribute to building their societies. Reciprocal thinking helps individuals organize their knowledge, helps achieve success, facilitates the process of processing information to reach a solution to the problems facing them, deepen and expand thinking, and work to achieve goals. Human activity as the individual in his various activities or behaviors in the field of education or the field of work needs reciprocal thinking in order to accomplish these tasks to the fullest (Nickerson, 2006 13-14).

Promoting reciprocal thinking is an effective way to integrate individuals into practical life in order to help them assume the responsibilities facing them, and encourage them to think, as they quickly show a high level of motivation and self-esteem, as well as provide individuals with a set of skills that enable them to face the future (Ross, 2003: P -20).

And Berman (2012) believes that reciprocal thinking is the individual’s ability to coexist with others and deal with the pressures they face by employing reciprocal thinking. In front of what he produces in cooperation with others, and usually sharing ideas is not innate, but rather an acquired one that can be developed and developed through training, and some learners need more time and develop their ideas with their classmates and help them interact and make them social by integrating them with others. To the individual’s association with a group of colleagues, who tend to accomplish the work collectively and work to achieve the desired goals with a kind of integration among them (Al-Otaibi, 2012: 23).

Hence the urgent need for reciprocal thinking through the rapid scientific, technological and civilized development that occurred within a short period, which had a negative and positive impact on the educational process, which led to the emergence of many problems that differ in terms of quantity and type from the problems that prevailed in times of its past, and the search for Methods through which comprehensive educational treatments can be carried out that require an increased ability to think in consistency with others, as problem solving has become so complex that no one often can do this alone, which necessitates that the individual be more communicative with others. And more sensitive to their needs, and this requires working in cooperative groups, as teamwork provides a suitable environment for learning many habits of mind, including reciprocal thinking (Costa and Calek, 2003: 136).

2. The Explanatory Theory of Reciprocal Thinking

Nighetogol Theory (2000 Nighetogol):

Nighetogol (2000), indicates that the most important thing that people need in our world is the ability to interact with others, coexist with them, and intellectual exchange with others, as all restrictions that can limit a person's ability to work and solve the problems facing the individual in his life disappear. We need others, cooperate with them and work together as they need us. Without them, we can only do a little and we cannot overcome the obstacles that face us, and Knightcol points out that the environment in which the individual lives, whether this environment is an environment (family or school) and others The great role in building human personality and developing his abilities, as the attention of the family, the methods of dealing with parents within the family, and the support that the individual receives from his family, whether male or female, lead to the superiority of one over the other and to the great difference in abilities between the two, and Nighetogol (2000) sees Mutual-thinking individuals realize that by cooperating with others they are much stronger intellectually and materially than any individual who lives alone. Working in groups requires the ability to justify ideas and test The validity of the solutions they offer with others, and this requires the individual’s ability to evaluate his capabilities that he carries within him, which can help him later in that his work is correct based on the evaluation he reaches, whether this evaluation is correct or incorrect for the capabilities that the individual holds or enjoys. One of these abilities is the ability of reciprocal thinking (Cotton, 2007:69-70)).

Individuals tend to participate and cooperate among themselves, searching for strategies for cooperation with others that lead to success in life, and the essence here is understanding and sympathizing with others in order to gain them and not lose them. The individual is a social being that seeks to live with others and try to coexist with them, and this attempt to coexist requires a common understanding from him and those who deal with him. Mutual-thinking can listen or listen with understanding to others, and Nighetogol (2000) states that these individuals have the ability to take responsibility and admit their mistakes, as well as they are able to find the appropriate justification for their actions and are very accurate in them, and they try to analyze problems so that they can find the appropriate solution to them Covey, 2007, 21-22).

Nighetogol (2000) states that among the characteristics of people with reciprocal thinking are the following:

1. Able to interact with others.
2. He can break the restrictions and intellectual barriers that he faces.
3. Fun.
4. Flexible.
5. Has the ability to accomplish difficult tasks.
6. Has the ability to employ ideas.
7. He can solve the problems he faces.
8. Tends to collective business.
9. Cooperating with others.
10. It has the ability to adapt to the environment in which it is located.
11. He has a strong memory.
12. Has the ability to save information

Previous studies
a. Arabic Studies
2. Study (Hammoud 2014) The research aimed to identify the relationship between reciprocal thinking, cognitive management and cognitive assessment among university students. Males outperform females in reciprocal thinking, and students of scientific colleges outperform students of humanities colleges in reciprocal thinking. There is a statistically significant and positive relationship between reciprocal thinking, cognitive management and cognitive assessment (Hammoud, 2014: 152).
3. Study (Alwan, 2018) A study aimed at identifying self-presentation and its relationship to empathy and reciprocal thinking among university students. The researcher adopted Hammoud scale (2014) to measure reciprocal thinking, and it was applied to a sample of (500) male and female students from the second grades And the fourth, was chosen by the stratified random method, and the scores of the sample members were calculated using the statistical package (SPSS). The results of the study showed that the research sample practices reciprocal thinking at high levels, and students use reciprocal thinking at higher levels among female students (Alwan, 2018: 3).

NS. Foreign studies
1. A study (Barrett, 2008) A study conducted by Barrett aimed to identify the relationship between reciprocal thinking and the technique of embracing dreams. The results of the study revealed the existence of a statistically significant relationship between reciprocal thinking and the technique of embracing dreams. The mind in order for a dream to appear for a specific topic, whether to try to solve a problem or overcome an obstacle. Solutions to the problems facing the individual. These solutions are satisfactory or acceptable to individuals, and reciprocal thinking had a significant impact on this technique (Barrett, 2008: 3).
2. A study (Robertson, 2010) and a study conducted by Robertson aimed to identify the relationship between reciprocal thinking, cognitive management and cognitive assessment among university students. And cognitive management and cognitive evaluation, and that the greater the number of years of experience a person has, the higher the ability to reciprocal thinking and cognitive management of the individual, and Robertson Robertson indicates that individuals with reciprocal thinking work on the employment of cognitive management and cognitive evaluation in order to reach success in their lives and excel in scientific and practical aspects to reach To achieve these goals, and because the most important factors that make individuals not do the work expected of them fully is the absence of effective reciprocal thinking for them, and that individuals need to refine their cognitive management ability so that they can invest their higher mental abilities to the fullest and then conduct a cognitive evaluation for themselves Their different abilities and behaviors to achieve success and accomplish their work, which enables them to achieve their selves They (Robertson, 2010: 61).

Research Methodology and Procedures
1. Research methodology
The correlative descriptive approach was used, because it is an appropriate approach to the nature and objectives of the research, as it seeks to determine the current status of the studied phenomenon, and then works to describe it. As for the quantitative expression, it gives us numbers and shows the extent of this phenomenon (Melhem, 2007: 369).
2. Research community.
The research community consisted of all the schools of the distinguished (preparatory stage) in the province of Dhi Qar, and two schools are (Al-Karar High School for the Distinguished - Al-Zahra Secondary for the Distinguished) affiliated to the Directorate of Education in the province of Dhi Qar, which numbered (374) male and female students (203) male and (107) female, for the academic semester (2020-2021), according to Dhi Qar education statistics.
3. Sample search.
Where the total research sample was distributed on (359) male and female students, amounting to (195) male and (164) female students, and the stability sample consisted of (40) male and female students, and the exploratory
The researchers verified the validity of the reciprocal thinking test using the following methods:

1. Face Validity

2. Its psychometric properties were calculated on an age group similar to the target group in the current research, distinguished students (preparatory students exclusively).

3. Ease of application and correction, as it takes about (10-15) minutes to apply.

4. It was built on an Iraqi sample.

5. Research tool: After the researcher reviewed the literature and studies related to the subject of the research, the researcher adopted the reciprocal thinking test prepared by (Hammoud, 2014). Among the most important reasons for the researcher’s use of this test are:

- It was used in the study to investigate the reciprocal thinking of students.

- Its psychometric properties were calculated on an age group similar to the target group in the current research, distinguished students (preparatory students exclusively).

- The test was applied to a sample of statistical analysis, which amounted to (359) male and female students, and after analyzing the answers and calculating the grades, the paragraphs were analyzed statistically to calculate their discriminatory power and their validity coefficients.

In light of this, the researcher followed the following steps:

1. Applying the test after obtaining the apparent sincerity by presenting it to the arbitrators.

2. Finding the score for each form after correcting it.

3. Arranging the total scores obtained by the sample, in descending order, from the highest score to the lowest score.

4. Calculating the item correlation coefficient with the total score of the test should be kept, while the item should be deleted when the correlation coefficient of its clauses with the total score is low (Al-Zoba'i et al., 1981: 43).

5. Applying the T-test for two independent samples to choose the significance of the differences between the upper and lower group for each paragraph. The sample of statistical analysis that consisted of (359) students was selected from among the distinguished students.

Extreme Group Method:

The discriminatory power was calculated for each of the test items by subtracting the number of people who answered correctly on the test in the lower group from the number of people who answered correctly in the higher group divided by the number of members of the upper or lower groups (Al-Zoba'i and others, 1981: 79). After correcting the test, by giving a score of (1) if the examinee referred to the correct alternative and (zero) if the examinee referred to the wrong alternative, thus the highest score for the test becomes (30) and the lowest score of zero is (zero), and then the scores of the respondents are combined on the test items To extract the final score for each individual from the sample, it is then arranged in descending order from the highest score to the lowest score, and then the highest 27% and the lowest 27% of the scores are selected according to the Ebel criterion, which indicates that the situation is good if its discriminatory strength is (0.30) or more. (Al-Zoba'i et al., 1981: 80).

Relationship of the paragraph degree to the total degree

This method is concerned with the basic degree of knowing whether each test situation runs the same path as the whole test. Therefore, this method is considered one of the most accurate methods used in calculating the internal consistency of the test situation (Al-Isawy, 1985: 51). On this basis, the items that have high correlation coefficients with the total score of the test should be kept, while the item should be deleted when the correlation coefficient of its clauses with the total score is low (Al-Zoba'i et al., 1981:43).

The item correlation coefficient with the total score was extracted using the dot two-dot correlation equation between the scores of individuals on each situation and their total scores on the test (Al-Manzel, 2006: 131).

Psychometric properties of the reciprocal reasoning test:

First: honesty.

The concept of honesty is one of the main concepts in psychometrics. The honest test is the one who is able to measure the phenomenon or characteristic that it aims to measure, and the honest test is able to distinguish between it and the phenomena and features that are likely to overlap with it (Abd al-Rahman, 1998: 183). The researchers verified the validity of the reciprocal thinking test using the following methods:

1. Face Validity
The expression apparent validity refers to what the test appears to measure, meaning that the test includes items that appear to be related to the variable being measured, and that the content of the test is consistent with its purpose (Faraj, 1989: 201).

The apparent validity of the test was verified by presenting it in its initial form to (25) arbitrators who are specialized in educational and psychological sciences, and their opinions were taken to assess the validity and appropriateness of the test items and instructions.

2. Validity Construct

Construction honesty is one of the psychological features that are reflected or appear in the marks of a test or a measure, and it represents a psychological trait, characteristic or characteristic that cannot be directly observed, but can be inferred through a set of associated behaviors (Melhem, 2005: 273).

This type of honesty was extracted by analyzing the scale items statistically by the method of the two peripheral groups, and the relationship of the item with the total sum of the test. The researchers verified this assumption by excluding the unmarked items and keeping the distinct items.

Second: stability.

Stability is one of the basic psychometric characteristics of psychological scales, and it means stability that gives relatively stable estimates or measurements if it is repeated to apply it to the same group twice between them (Al-Zobaie et al., 1981: 30). It also means that the test be of a high degree of accuracy, proficiency and consistency with the data it provides us on the measured behavior, and the consistency between the test items is an indication of its stability (Majid, 2005: 113). For the purpose of verifying the reliability of the reciprocal thinking test, the researcher adopted two methods:

a. Test-Retest Method:

The stability coefficient by the retest method is called the coefficient of stability over time. This requires applying the test to a representative sample of individuals and then re-applying it to the same sample again after a two-week interval has passed between the first application and the second application, and calculating the correlation coefficient between the scores obtained by the individual at the time. The first and the second (Al-Kubaisi, 2010, p. 286).

To calculate stability in this way, the two researchers applied the test to a sample of distinguished students chosen by the stratified random method, numbering (40) male and female students, (20) male and (20) female students, then the test was re-applied to the same sample after (14) days of application. The first test, and the reliability coefficient was (0.82), which is a good stability coefficient.

NS. The Keyword-Richardson equation (20):

The stability of the reciprocal thinking test was verified using the Kewder-Richardson method (20) based on the sample data for a college. Paragraph No. (7) was deleted from the reliability procedure that fell in discrimination, and the reliability coefficient in this way reached (0.71), which are good stability coefficients.

Statistical Indicators for Reciprocal Thinking Test:

After applying the test to the statistical analysis sample of the research, which amounted to (359) male and female students, where the researcher calculated the statistical indicators for the reciprocal thinking test to identify the extent to which the discrimination sample scores are close to the distribution, and to extract these indicators, she used the statistical bag for social sciences (spss), and the distribution curve statement in Figure No. (1) And Table 1 illustrates this.

<table>
<thead>
<tr>
<th>t</th>
<th>Indicator</th>
<th>value</th>
<th>pointer</th>
<th>value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean</td>
<td>15.89</td>
<td>5</td>
<td>Skewness</td>
</tr>
<tr>
<td>2</td>
<td>Median</td>
<td>16</td>
<td>6</td>
<td>Kurtosis</td>
</tr>
<tr>
<td>3</td>
<td>Mode</td>
<td>16</td>
<td>7</td>
<td>Minimum</td>
</tr>
<tr>
<td>4</td>
<td>Std.Dev</td>
<td>4.56</td>
<td>8</td>
<td>Maximum</td>
</tr>
</tbody>
</table>

The average distribution of the scores of the sample members on the reciprocal thinking test
Description of the Cross-Thinking Test (finally):

After verifying the psychometric characteristics of the test, the reciprocal thinking test consists of (30) items, each clause is followed by three answers (alternatives), one of which represents reciprocal thinking, and the respondent must choose one of these alternatives, and after answering by the respondent, the researcher gives a score (1) for the correct choice, which represents reciprocal thinking, and (zero) for the two wrong choices that do not represent reciprocal thinking.

Presentation, interpretation and discussion of the results:

The first objective: to identify the reciprocal thinking of the distinguished students.

To achieve this goal, the researcher applied the reciprocal thinking test to the research sample of (359) individuals. For the scale of (14.5) degrees, and using the t-test for one sample, it was found that the difference was statistically significant and in favor of the arithmetic mean, as the calculated t-value was higher than the tabular t-value of (1.96) with a degree of freedom (358) and a level of significance (0.05). Thus, the research sample has a high level of reciprocal thinking, and Table (2) illustrates this.

Table (2)

<table>
<thead>
<tr>
<th>Sample volume</th>
<th>SMA</th>
<th>standard deviation</th>
<th>hypothetical mean</th>
<th>Calculated T-value</th>
<th>Table T-value</th>
<th>degree of freedom</th>
<th>Indication level</th>
</tr>
</thead>
<tbody>
<tr>
<td>359</td>
<td>15.89</td>
<td>4.56</td>
<td>14.5</td>
<td>5.76</td>
<td>1.96</td>
<td>358</td>
<td>D</td>
</tr>
</tbody>
</table>

The result of the table indicates that the research sample has a high level of reciprocal thinking, and in light of these results, the researcher interprets the result based on the theoretical framework, as the distinguished students possess high levels of reciprocal thinking, and thus their possession of reciprocal thinking has opened the way for students to get used to strategies and trends Certain problems to solve the problems they face in order to reach a state of equilibrium as much as possible through their interaction with each other, facing crises, exchanging ideas, and reciprocal thinking among distinguished students has been positively affected by the great technological progress and social and religious values.

The second objective: to know the significance of the difference in reciprocal thinking among distinguished students according to the gender variable (males, females).

To achieve this goal, the t-test for two independent samples was used to identify the differences in reciprocal thinking according to the gender variable (males, females) and Table (3) shows that:

Table (3)

<table>
<thead>
<tr>
<th>Sample number</th>
<th>Type</th>
<th>Number</th>
<th>Medium</th>
<th>standard deviation</th>
<th>Calculated T</th>
<th>Scheduled T</th>
<th>Indication level</th>
</tr>
</thead>
<tbody>
<tr>
<td>359</td>
<td>Male</td>
<td>195</td>
<td>15.96</td>
<td>4.99</td>
<td>0.33</td>
<td>1.96</td>
<td>D</td>
</tr>
<tr>
<td>Female</td>
<td>164</td>
<td>15.80</td>
<td>4.00</td>
<td>4.00</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is clear from Table (3) that there is no difference in reciprocal thinking according to the gender variable, because the calculated T value is less than the scheduled T value of (1.96) at the level (0.05) and the degree of freedom (357). Males and females in reciprocal thinking through what Nighetogol refers to (Nighetogol, 2000) The environment in which the individual lives, whether this environment, the environment of the family or the school

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and others, has a great role in building human personality and developing his capabilities, as the interest of the family and the methods of treating parents used within The family and the support that the individual receives from his family, whether he is male or female (Cotton, 2007, P-70).

Conclusions

From the conclusion of the current research, we conclude the following:

1. Distinguished students possess high levels of reciprocal thinking as a result of the technological development witnessed by the society and as a result of the freedom that students obtain and their knowledge of the culture of other societies and their feeling of the need to unite and work together in order to develop themselves and face the challenges of the times. Students are resorting to reciprocal thinking in their lives.

2. The participation of outstanding students, males and females, in reciprocal thinking.

Recommendations

In light of the results obtained in the current study, the researcher recommends the following:

1. Working on developing the higher mental abilities of students in order to be more successful in society.

2. Take advantage of the test of reciprocal thinking and organizational creativity after legalizing them in the educational and professional fields, by using them as objective tools to know the characteristics of individuals in order to put the right person in the right place.

3. Encouraging interaction between the family and educational institutions by holding seminars in order to develop reciprocal thinking and make it an integral part of the culture of the home, school and community in order to advance students to a better educational ladder.

4. Introducing reciprocal thinking skills within the academic curricula, because of its benefits for the individual and society.

5. Activating the role of the media in educating society about the importance of teamwork.

6. Schools use modern teaching methods such as reciprocal thinking, cooperative learning, problem solving and brainstorming.

Suggestions

Based on the results of the current research and its outcome, the researcher suggests conducting the following studies:

1. Conducting the current study on different social and professional groups other than students, such as (school principals, kindergarten children, employees).

2. Conducting a correlational study between reciprocal thinking and its relationship (methods of socialization, scientific reconnaissance, tendency or direction).

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