

The role of teaching areas in Creative thinking development of Kindergarten children from teachers point view

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Abstract

The current study aimed to identify learning areas in the development of creative thinking skills of Kindergarten children from teachers point view, and recognize the impact of each variable (years of experience qualification - scientific - and undergo training courses) in identifying the point view of teachers in the role of Teaching areas in the development of creative thinking skills to the Kindergarten children.

The Questionnaire Directed to teachers used (prepared by researcher) as a tool for verification of research hypotheses. The sample consisted of (60) teachers. The teachers were selected randomly from Kindergarten which applies the system of teaching areas in the Directorate of education of Damascus, so the selected teachers were from (26) kindergartens in Damascus city.

The results were:

- 1- There were no statistically significant differences between mean scores of female teachers on the role of Teaching areas in the

development of creative thinking skills among Kindergarten children attributed to the number of years of experience of female teachers

- 2- There were statistically significant differences between mean scores of female teachers on the role of teaching areas in the development of creative thinking skills among Kindergarten children attributable to scientific qualification science of the female teachers.
- 3- There were statistically significant differences between mean scores of female teachers on the role of teaching areas in the development of creative thinking skills among Kindergarten children depending on the variable of the female teacher training courses.