

The Effectiveness of the Negotiating Entry to the Teaching Philosophy in the Development of Skills Mind Enlightenment and Decision-Making to High School Students

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Abstract

The current search aimed to identify the effectiveness of the negotiating entry to the teaching philosophy in the development of skills mind enlightenment and decision-making to high school students. The study sample consisted of (60) female students, (30) female students of the experimental group and (30) of the control group, a hand book has been prepared for female students which contains reform relation to unit as assessed on the female students in the first semester 2016/2017, an instructor manual has been to guide in teaching the unit of the subject of the study, has been prepared also which were negotiating entry, which has been reset study and apply after that on female students (research group) the results of study pointed to the following the effectiveness of the use negotiating entry in teaching philosophy in the development of mind enlightenment skills and decision-making to female students of the high school students, these results were from atmosphere which the negotiating entry were provided of thinking excite metal which helped in mind enlightenment development and decision-making.

Keywords: Negotiating Entry ; Mind Enlightenment ; Philosophy ; Decision; Making ; High School Students

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