

The Impact of Teaching Using the Active Learning Strategy in Developing Life Skills Among Second Grade Students in Jordan

Dr.. Aida Deib Mohammed
Associate Professor / Jerash University

Dr.. Hussein Mohammed Safadi
Assistant Professor / University of Jerash

Abstract

The study aimed to identify the effect of using the active learning strategy in developing life skills among second grade students in Jordan. The study sample consisted of (60) students who were chosen randomly from the Pearl of Tariq School, in order to achieve the purposes of the study, the semi-experimental method was used, the study tools were prepared from a note card which consisted of (48) items divided into four dimensions (health and preventive skills, problem solving skills, communication skills, decision making skills). The results of the study showed the effectiveness of active learning strategies in the development of life skills, and the absence of statistically significant differences due to gender variable. The study recommended using active learning strategies in other fields.

Keywords: active learning, life skills.

Introduction

The present era is witnessing rapid scientific and technological developments in its cultural, scientific, social and other systems, so countries seek to understand these changes, And to keep pace with the improvement of educational learning process and attention to the level of development of the teacher and contribute to the development of professional and development of its capabilities in education and encourage students to deal with the unlimited amount of knowledge and focus on the principle of learning by work, And deep learning that enables students to better understand the material. This is achieved through active learning and engaging students in effective learning which positively affects their attitudes towards themselves and their peers Active learning also increases student interest in education and makes their attention longer and longer. Shaheen (2009) points out that active learning strategies have many advantages, such as acquiring knowledge, increasing interactions and constructive discussions among students, Some studies have pointed out the importance of active learning strategies such as the study (Al-Jadi , 2012), which showed that active learning strategies help to achieve some emotional goals such as developing a positive attitude towards the material and towards the interdependence between students and teachers , And increased motivation for the learning process, so it was necessary to build the philosophy of education for life based on the acquisition of life skills that allow the individual to meet the requirements of their daily lives, The process of acquiring life skills is one of the most important outcomes of the curriculum at all levels of study (Saayma, 2010).

Ghazi (2002) notes that attention to life skills is one of the forms of change to be achieved by learning, In order to prepare the individual educationally for life in his community in particular, and the world community in general by presenting them in the form of a set of skills related to the environment in which he lives, And through the practice of a range of educational activities and practical applications, through which to achieve an integrated construction of the personality of the student to be able to take responsibility and deal with the requirements of life successfully and make him a productive citizen.

In this light, it is preferable for teachers to develop life skills in individuals, especially in the early stages of learners' lives, In view of the importance of active learning in the educational process and its role in creating the conditions for learning and motivating the abilities of students, especially in the essential basic stages that constitute the essential basis of education. Due to the lack of studies on the subjects of active learning and life skills, this study attempts to answer the following questions:

- 1- What is the impact of using the active learning strategy in developing the life skills of second grade students in Jordan?
- 2- - Are there any statistically significant differences due to gender variable?

Study Hypotheses:

- There were no statistically significant differences at the level of significance between the mean scores of the experimental group and the control group on the life skills scale due to ($\alpha \leq 0.05$) the use of active learning strategy.
- There were no statistically significant differences at the level of significance between the $0.05 \leq \alpha$ (mean

scores of the experimental group and the control group on the life skills scale due to gender.

The Study's Objectives

- Identifying the impact of the active learning strategy in developing the life skills of second grade students in Jordan.
- Identifying the impact of the active learning strategy on developing the life skills of second grade students in Jordan by sex variable.

The importance of studying

The importance of the study is as follows:

- The importance of the topic of active learning in the instruction process
- The importance of the class to be studied as an important age group with future responsibilities that contribute to the building and development of society.
- The scarcity of studies on the subject of strategic learning and life skills - within the knowledge of the researchers.
- This study may contribute to providing a theoretical framework that will benefit researchers on the subjects of strategic learning and life skills.
- This study may open up further studies and research in the areas of strategic learning and life skills.
- The results of this study may contribute to drawing the attention of officials in the field of education to hold training courses on modern learning strategies, including active learning.

Study limits and determinants

Objective Limits: The study is determined by the impact of using an active learning strategy in developing life skills.

The place limits : The current study was implemented at the Pearl of Tareq schools in Amman.

- Human limits: Students of the second grade in the schools of Pearl of Tariq.

- Time Limits: The present study was applied in the second semester of the academic year 2016/2017.

Definitions

Active learning: The two researchers define active learning strategy as a set of successive and consistent methods and procedures that encourage students to be positive and interactive in the educational situation under the supervision of the teacher, which encourages them to learn and develop their life skills, and measured by the degree to which the students on the scale of study.

Life skills: It is defined as a set of tools that students acquire by passing through effective and active learning experiences that help them to deal positively with the requirements of life, which have been reached and limited by reviewing the courses of the second grade students, the teacher's guide and using the teachers of the first three grades. Thinking skills, problem-solving skills, decision-making skills, health, preventive, food and environmental skills) and measured by the degree to which the student obtains the study scale.

The second basic grade: It is one of the basic basic stage that extends from the first grade up to the third grade and the students are between 7-9 years old.

Theoretical framework and previous studies

The learning process requires the development of learning methods that encourage students to deal with the unlimited amount of knowledge and make the learner an active person who is able to better understand and explain the instructional material. Some advocates of active learning add importance to the many activities on which active learning depends Reduces negative activities such as passive listening and taking notes throughout the lesson, in a way that motivates them to learn and indulge themselves (Carrol & Leander, 2001).

Active learning

Multiple definitions of active learning and strategies have been provided (Abdel-Wahab, 2005) defines active learning strategies as the learner's pre-planned procedures and steps that require the student to think, read, write, listen and speak. Letexier.2008 argues that active learning is the process of building knowledge, processing information and interacting with students Supervision by the teacher.

The researchers believe that active learning is the educational learning activity in which students participate actively and engage in the educational process through positive listening, reflection and reflection with the presence of a mentor, supervisor and planner of the educational situation and help students achieve the desired goals and develop their skills, values and attitudes.

The importance of active learning

The importance of active learning is shown by the positive outcomes of the learner. Al-Zaidi (2009), Badeer (2008) and Sa'adah (2006) point to the goals of active learning:

- Helping learners to discover important issues.
- Encourage students to ask questions and train them on self-learning.
- Enable students to acquire interaction skills and communicate with others and acquire knowledge, skills and attitudes.
- Encouraging students to acquire higher thinking skills.

In the opinion of the researchers that all active learning objectives help students to acquire information through the passage of different experiences and in many different ways, and the application of active learning must be the diversity of strategies, as mentioned in Deir (2008) the following:

(Small and large groups, collaborative learning, experience-based learning and direct learning, and the revised lecture, Brainstorming, simulation, discussion, asking questions, case study, role model, role play).

Active Learning Objectives

Active learning is an educational philosophy that seeks to make the learner positive in educational situations that include teaching practices and procedures and educational practices that activate the role of the learner who learns through work, research and experimentation to arrive at information and acquire skills and he has the attitudes and values by relying on himself and his cooperation with others, Because it focuses on the development of thinking and ability to solve problems away from the automatic conservation and memorization, Ali (2006) points out that active learning depends not only on the acquisition of information, but on the way and method of learner acquisition of information, skills and values because it is learning based on the learner's practice of different activities that results in behaviors and methods based on positive active participation in educational learning situations, And diverse skills.

That active learning is the way through which the student is transferred from a negative person depends on receiving information from the teacher, to the learner engaged in various classroom tasks, where it encourages the participation of students interaction and cooperation, which leads to the acquisition of concepts and skills of different types, Encourage them to make decisions in their scientific and practical lives (Mathews 2006).

Life Skills

The definitions of life skills varied to the different viewpoints of their knowledge Hegazi (2006: 352) defined it as a set of skills that a student needs to manage his life, gain self-reliance, accept the performance of others, achieve psychological satisfaction, and help him adapt to the changes of the age in which he lives.

Lulu (2005: 661) defines it as the mental, emotional and sensory capacities that enable an individual to solve problems or to face challenges in his daily life or to make adjustments to the individual and community lifestyle and to include skills related to science, nutrition, health, manual, environmental and preventive skills.

After the researchers learned the definitions of life skills it is evident that they are similar among themselves in emphasizing the need to possess the individual life skills that help him to deal positively with his daily problems and adaptation to the community and its requirements.

The importance of life skills

The importance of life skills is as follows: (Butter Wick, & Benjamin, 2006):

- Develop the ability for good planning.
- Helps of overcoming and dealing with life problems.
- Helps develop self-understanding in children through example and model.
- Helps to link theoretical study and practical application to cover the reality of life.

(Sayyed 2007) Believe That life skills are especially important in the early stages of learners because they have a great desire to interact with the community and to acquire real experiences from it, which calls on educators to invest these characteristics in the best investment and work on their development by training children at an early age which increases their ability to practice these skills as they progress in educational stages .

Life skills acquisition factors

The individual's acquisition of life skills is influenced by many factors (Al-Gadi, 2012) Supportive relationships, role models, sequence and excitement, instruction, opportunity, peer interaction, and individual challenges).

The role of curriculum in developing life skills

The need to integrate school and life and connect the needs of the learner and life situations with the needs of the community and help the student to acquire life skills to become individuals capable of adapting and interacting

effectively with the changes of the age through training the necessary skills that enable him to connect with the community.

Life skills education strategies

Al-Harithi (2010) refers to a set of strategies that are the most widely practiced in the teaching of life skills (role play, brainstorming, theater, story telling, problem solving, modeling and collaborative learning).

The development of life skills requires the activation of active learning so that the student learns himself under the supervision of the teacher, it is noted from the above that active learning is one of the natural learning strategies that focuses on the interaction between the student and teacher, It also deals with all aspects of student growth and works to provide life skills that provide opportunities for communication, communication and interaction with the environment in which he or she lives in a natural way, and assumes responsibility and decision-making (Al-Gadi, 2012).

Previous studies

Abdul Wahab (2005) made a study aimed at detecting the effectiveness of teaching science using some active learning strategies in achievement, developing some lifelong learning skills, and scientific tendencies among fifth graders in Qalioubia governorate in Egypt, the researcher used the experimental method. The study sample consisted of (42) students. The results showed the effectiveness of the use of active learning strategies and the existence of statistically significant difference between the average scores of the experimental group students in the tribal and remote application and for the benefit of the post application. In the experimental group.

Hijazin (2006) conducted a study aimed at investigating the impact of using a teaching strategy based on practical activities in the achievement and development of scientific trends among students in the basic stage in Jordan, The sample of the study consisted of (49) students divided into two groups, one experimental and the other a control. The results showed that the students of the experimental group exceeded the students of the control group in the collection and development of scientific trends.

Tandogan and Orhan.2007 conducted a study aimed at investigating the impact of the use of problem solving based on active learning in the achievement of students in seventh grade in Istanbul, The study sample consisted of (50) students divided into two groups of control and experimental, the results indicated that there are differences of statistical significance attributed to the teaching strategies used and in favor of active learning strategy.

In (2007) study Conducted by Zoubi aimed to identify the impact of teaching according to active learning strategies in achievement and to monitor the degree of social competence among third grade students. The sample consisted of 100 students from the third grade in the age schools in Jordan, And two divisions officers, The study found statistically significant differences between the mean of the two groups and for the two experimental groups studied according to the active learning strategies. There were no statistically significant differences between the average of the experimental groups and the male and female controls due to the interaction between the method and the sex.

A study conducted by Abdul Majid, Abdul Hamid (2008) aimed at identifying the effectiveness of a computer-assisted training program based on proposed activities in the development of some life skills in mentally retarded children. The researchers used the descriptive approach and the semi-experimental approach, The study sample consisted of a number of mentally retarded children between the ages of 6 and 10 years. The results showed that there were statistically significant differences in favor of the post-test in life skills. The results also indicated the effectiveness of the program in the development of life skills.

Alwell & Coob (2009) conducted a study entitled "Teaching life skills for young people" and aimed to conduct a general review of studies on life skills over the past two decades, The study showed that most studies emphasized the importance of life skills curricula in developing the skills of social communication and initiative and the desire to compete. Moreover, more than (60%) of the studies showed that there are no statistically significant differences in the effectiveness of life skills due to the gender variable. Of studies confirmed that the use of traditional teaching methods is not enough to create life skills, More than 60% of the studies indicated that problem-solving skills were the most needed skills followed by skills that dealt with emotional and adaptive aspects.

Al-Tayeb (2009) conducted a study aimed at identifying the effectiveness of active learning strategies on learning achievement in the Arabic language curriculum and the life skills of fifth graders in Egypt. The researcher used the experimental method. The sample consisted of (160) students divided into experimental and control groups, The results indicated that there were statistically significant differences in the acquisition of life skills in favor of the experimental group due to the use of active learning strategies. Khalaf and Tawfiq (2009) conducted a study aimed at developing some of the life skills of the children of housing establishments in Cairo through a program based on the various activities and determining the impact on their conciliatory behavior, the two researchers used the experimental approach of the same group, the study sample consisted of (20) children

between the ages of (6-7) years were chosen deliberately, The results showed that there were statistically significant differences between the mean scores of the children of the experimental group before and after the application in favor of the post-application in the life skills test.

Dagestani (2011) conducted a study aimed at identifying the effectiveness of a program based on the activities of the picture in giving kindergarten children some life skills. The study sample consisted of (4) children between the ages of 4-6 years, The results indicated the effectiveness of the program in giving the children sample of the study some life and social skills.

Al-Jeddi (2012) conducted a study aimed at identifying the effect of employing some active learning strategies in teaching science on the development of some life skills among the fourth grade students in Gaza Governorate. The researcher used the experimental method. The sample consisted of 72 students divided into experimental and control groups , The results indicated that there were statistically significant differences in the life skills test for the experimental group.

Rajoub and Al-Rawashdeh and Beni Khalaf (2015) conducted a study aimed at investigating the effectiveness of a training program for science teachers in the direction of active learning in the acquisition of the eighth grade scientific concepts and the development of critical thinking and their attitudes towards active learning in Jordan, The results of the study consisted of 8 teachers and 200 students, divided into two experimental and control groups. The results indicated that there were statistically significant differences between the method and gender and the interaction between them for the active learning method and for females. Active learning.

Comment on previous studies

It is noted through a review of previous studies that active learning contributes to the development of life skills as in the study of Al-Jady (2012) and the study of the Al-Tayrb (2009) and the study of Khalaf and Tawfiq (2009).

Some studies have used experimental methods such as Rajoub, Rawashdah, Beni Khalaf (2015), Tandogan and Orhan.2007, Hejazin (2006) and Zu'bi (2007). Other studies have used the descriptive approach such as the study of Abdul Majeed and Abdul Hamid (2008).

Previous studies have highlighted the importance of active learning and its effective role in life skills development, achievement , positive attitudes, and lifelong learning skills.

Studies between ordinary students such as Capricorn (2015), Al-Tayeb (2009), Hijazin (2006) and students with special needs, such as the study of Abdul Majeed and Abdul Hamid (2008).Some of the studies dealt with the children of the regular schools such as the study and study of the Al-Jady (2012), the study of the Al-Tayeb (2009) and the Hijazin study (2006).

The present study has benefited from previous studies in increasing the results of the two researchers in terms of the subjects of active learning and life skills, in the formulation of the theoretical framework and the building of the study tool and in the analysis and discussion of the results, The present study has been distinguished from the previous studies in dealing with the subject of active learning and life skills included in the curricula of the age group requiring care and attention. The present study is distinguished from the previous studies with the study sample and its variables.

Method and procedures

In the current study, the researchers used a semi-experimental approach for the purposes of the study, using the experimental design of the two equal groups in the pre-test and the post-test.

The study sample

The sample of the study was randomly selected. The sample consisted of (60) male and female students who were divided into two groups, one of which consisted of 30 male and female students and 30 female students. The students ranged in age from 7-8 years. Table (1) Explains this.

Table (1)

Frequency and Percentages according to the Study Variables

Group	Categories	Repetition	Percentage
	Experimental group	30	50%
Control group	30	50%	
Sex	Male	28	46.7%
	Female	32	53.3%
Total		60	100%

Study variables

The study included the following variables:

- Independent variable: active learning strategy
- The dependent variable: gender (male, female) and life skills (health and prevention skills, problem solving skills, communication skills, decision making skills).

Study tool

To achieve the objectives of the study, the researchers prepared the observation card to monitor the life skills of the second grade students after reviewing the courses of the study sample and meet the teachers and teachers of this class and refer to the teacher's guide and the broad objectives of the curriculum, And reference to educational literature and previous studies as a study of Al-Jady (2012), Acha and others study (2012), And the study of Rajoub and Rawashdah and Bani Khalaf (2013) and the study of Nimr and Amro (2016) and the study of Salamat and Sfayani (2017), In the light of this, a list of life skills was achieved in the second grade students in Jordan. It was presented to a number of arbitrators, specialists in the field of curriculum and teaching, supervisors of the first three grades and second grade teachers. Health and preventive measures under one item has been modified and deleted and addendum according to the views of the arbitrators, Thus, the study tool was limited to four skills for the purposes of this study: (health and preventive skills, problem solving skills, communication skills, decision making skills).

Stability of the study tool:

In order to ensure the stability of the study tool, the test-retest was verified by the application of the scale and applied two weeks later to a group outside the study sample of 20 students, and then Pearson correlation coefficient was calculated between their estimates at both times. The coefficient of consistency was also calculated in the internal consistency method according to the Kronbach alpha equation. Table (2) shows the coefficient of internal consistency according to the Kronbach alpha equation and the regression coefficients for the domains and instrument as a whole.

Table (2)
 Cochranbach alpha consistency coefficient and repeatability of the fields and the total score

Skill	Repetition stability	Internal consistency
Health and preventive skills	0.84	0.76
Problem solving skills	0.87	0.81
Communication and connection skills	0.88	0.78
Decision making skill	0.84	0.71
Skills as a whole	0.91	0.86

Group parity: Tribal scale

To verify the equivalence of groups, the arithmetic mean and the standard deviations of the second graders' performance were based on the tribal life skills scale according to the group (experimental, control). To illustrate the statistical differences between the mathematical averages, the T test was used. Table 3 shows this.

Table (3)

The standard averages, standard deviations and T test according to the group variable on the performance of the second grade students on the life skills scale

		Number	Mean	Standard diffusion	T value	Degrees of freedom	Statistical significance
Health and preventive skills	Experimental	30	3.12	0.643	0.344	28	0.733
	Control	30	3.4	0.594			
Problem Solving Skills	Experimental	30	2.66	0.671	-0.160	28	0.874
	Control	30	2.70	0.676			
Communication and connection skills	Experimental	30	2.93	1.015	0.283	28	0.779
	Control	30	2.83	0.916			
Decision making skill	Experimental	30	2.68	0.668	-0.247	28	0.807
	Control	30	2.74	0.803			
Skills as a whole previous	Experimental	30	2.85	0.582	0.083	28	0.935
	Control	30	2.83	0.613			

The table above shows that there are no statistically significant ($\alpha = 0.05$) in the arithmetic averages according to the group differences (variable (experimental, control) in all sub-skills and in the total score.

Question 1: What is the impact of using the active learning strategy on developing the life skills of second

grade students?

To answer this question, the arithmetical averages and standard deviations of the second graders' performance on the life skills scale were extracted according to the strategy of active learning, To demonstrate the statistical differences between the arithmetic averages, the T test was used, and the tables below illustrate this.

Table (4)

The standard averages, standard deviations and T test of the impact of the strategy on the performance of the second grade students on the life skills scale.

		Number	Mean	Standard diffusion	T value	Degrees of freedom	Statistical significance
Health and preventive skills	Experimental	30	3.73	0.380	3.768	28	0.001
		30	3.18	0.411			
	Control						
Problem Solving Skills	Experimental	30	3.52	0.535	3.108	28	0.004
		30	2.89	0.571			
	Control						
Communication and connection skills	Experimental	30	3.73	0.619	2.900	28	0.007
		30	3.08	0.619			
	Control						
Decision making skill	Experimental	30	3.55	0.539	2.947	28	0.006
		30	2.85	0.745			
	Control						
Skills as a whole previous	Experimental	30	3.63	0.429	0.3883	28	0.001
		30	3.00	0.462			
	Control						

Table = 0.05) due to the $\alpha(4)$ shows statistically significant differences (effect of the strategy on all sub-skills and overall score. The differences were in favor of active learning strategy Thus, the results of the present study are consistent with the results of the study of Al- Jady (2012) and the study of Al-Tayeb (2009) and the study of Khalaf and Tawfiq (2009) and the study of Tadanogan and Orhan.2007., This can be attributed to the active learner learning strategy that provides interactive, interactive and thought-provoking activities, as well as the use of brainstorming from time to time, away from criticism, helping everyone to engage in dialogue and discussion, thus increasing learners' interest in learning. Which makes them coming to learn and benefit from it in their daily lives, it makes the student the focus of the learning process, unlike the usual method of dependence on indoctrination and make the role of the learner conservation and memorization, and the life skills that were addressed in this study linked to the reality of the individual and his daily interests and life.

Question 2: Does the development of the life skills of second grade students vary according to the gender variable?

To answer this question, the arithmetical averages and standard deviations of the second graders' performance on the life skills scale were extracted according to gender variable. To illustrate the statistical differences between the mathematical averages, the T test was used, and the tables below illustrate this.

Table (5)

The standard averages, the standard deviations and the T-test of gender impact on second-graders performance on the life skills scale.

	Gender	Number	Mean	Standard diffusion	T value	Degrees of freedom	Statistical significance
Health and preventive skills	Male	14	3.69	0.487	-0.426	13	0.150
	Female	16	3.77	0.234			
Problem Solving Skills	Male	14	3.33	0.667	-1.530	13	0.122
	Female	16	2.74	0.217			
Communication and connection skills	Male	14	3.50	0.262	-1.650	13	0.660
	Female	16	4.00	0.245			
Decision making skill	Male	14	3.49	0.620	-0.451	13	0.006
	Female	16	2.62	0.469			
Skills as a whole previous	Male	14	3.50	0.566	-1.291	13	0.219
	Female	16	3.78	0.144			

Table (5) shows $p = 0.05$ due to that there are no statistically significant differences (to the effect of sex in all sub-skills and in the total score. This result is logical because all members of the experimental group were subject to the same educational learning conditions enjoyed by the strategy without discrimination in sex. And thus interact closely with active learning strategies because they ensure participation from all and interact with each other and give everyone the opportunity to discuss. The results are consistent with the results of the Alwell & Coob study (2009) and the Zu'bi study (2007), and differed with Rajoub, Rawashdah and Beni Khalaf (2015).

Recommendations

In light of the results of the study, the researchers recommend:

- Use modern strategies in teaching and stay away from the method of indoctrination.
- Include the basic stage curriculum minimum life skills needed by the individual in the present age.

Holding training seminars for teachers at all stages to raise awareness of how to use effective and non-traditional strategies that contribute to motivating students to learn and to know about life skills and how to acquire them.

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