The Effectiveness of Using the Web Quest Strategy in Teaching Philosophy in Developing Secondary School Students' Future Thinking Skills and Achievement Motivation

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Abstract:

The problem of this research is represented in the existence of some shortcomings in the traditional teaching methods that are still used in teaching Philosophy, which led to the weakness of the future thinking skills level of second-secondary students, because these methods are based on lecturing. In addition, they are not interested in participation in the process of learning and do not develop the students' thinking skills which leads to a low level of achievement motivation because they are concerned only with memorization

Therefore, the present research aimed at identifying the future thinking skills suitable for secondary students and identifying the effectiveness of using the web quest strategy in teaching philosophy in developing the future thinking skills and achievement motivation of secondary school students. The results of the study showed that there were statistically significant differences between the mean scores of the experimental and control groups in the post-application of the future thinking test and the achievement motivation scale, at the level of (0.01), in favor of the experimental group. The results also revealed that there were statistically significant differences between the mean scores of the experimental group in the future thinking test and the achievement motivation scale, at the level of (0.01), in favor of

the post-application. In addition, the results revealed that there was a positive relationship between the development of positive thinking skills and achievement motivation. This indicates the effectiveness of the web quest strategy in the teaching philosophy in developing the future thinking skills and achievement motivation of secondary students.