

**The Effectiveness of Using the Imaginative Learning Strategy in
Teaching Philosophy in Developing Wisdom Skills, Academic
Achievement and Learning Retention of Secondary Stage Students**

Author: Dr. Amal Gomaa Abdel Fatah- Assistant Professor of curriculum and
philosophy and sociology instruction- faculty of Education-Fayoum
University

Abstract:

The problem of this research is represented in the weakness level of first-year secondary students' wisdom skills, academic achievement and keeping information. This problem comes as a result of the teaching methods used in teaching Philosophy, which are concerned with teaching facts and assessing the ability to memorize them, rather than focusing on deep understanding and recognizing the relationships between these facts as well as the ability to give sound judgments. Also, these methods have turned the subject into mere ideas, concepts and philosophical theories. In addition, it has led to the student's reluctance to study Philosophy and has become one of the factors that hinder the subject from achieving its educational goals; which calls for searching for modern teaching strategies that can achieve the teaching goals of Philosophy.

Therefore, the current research aimed at identifying the effectiveness of using the imaginative learning strategy in teaching Philosophy in developing the skills of wisdom and academic achievement 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 implementation of the achievement test and wisdom skills scale, at the level of (0.01), in favor of the experimental group. The results also indicated that there were statistically significant

differences between the mean scores of the experimental group in the pre and post implementation of the achievement test and wisdom skills scale, at the level of (0.01), in favor of the post one. In addition, the results revealed that there were not statistically significant differences between the mean scores of the experimental group in the post and delayed post applications, which proves the learning retention for the students. The results also showed a strong positive relationship between the development of wisdom skills, academic achievement and learning retention and this proves the Effectiveness of using the imaginative learning strategy in teaching Philosophy in developing the wisdom skills, academic achievement and learning retention among secondary school students.