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THE EXTENT OF POSSESSION META-COGNITIVE SKILLS BY GEOGRAPHY DEPARTMENT STUDENTS IN COLLEGE OF EDUCATION /IBNRUSHD FOR HUMAN SCIENCES

Assis. Professor. Balasim KaheetAl-Kabbi
College of Education (IbnRushd), University of Baghdad, Baghdad, Iraq.

ABSTRACT

The research aims to know what extent the possession of students' geographical section at the college of Education (IbnRushd Humanitarian Sciences skills for the thinking behind the knowledge. The two researchers chose the style of stratified random sample of the number of its members (100) male and female student distributed on the stages of the seminar and the four research society of the number of its members (561) male and female students. The two researchers required a bureash to think beyond the knowledge of the (54) a paragraph, after verification of sincerity and steadfastness, applied the metric to a sample of research and analysis of data using statistical tools and occasion, reached the following results:

1. *Possesses students' geographical section thinking skills beyond in knowledge of the Faculty of Education - IbnRushd humanitarian sciences.*
2. *No differences between males and females in the possession of the skills of thinking behind the knowledge.*
3. *Differences between the students in the possession of the skills* of thinking behind the knowledge, according to a changing educational stage.

THE RESEARCH PROBLEM

One of the most important goals of higher education and the discovery of the future generations with the capabilities of imaginative mentality and development, as the many scientists in education that there is a defect in the educational methods and educational programs that address the mental processes and development, it seems the first problems that showed the focus of the educational system to the explicit wording of knowledge explicit formulation which learned by listening and heart (Nasser, 2003: 3) In this source pointed out the French educator (Ronnie Hubert) that indoctrination destroys thought, attributed the Egyptian thinker Milad Hanna as saying we are communities of indoctrination in every sense, and demanded that the Learn next generation is the debates and open dialog and learn that every opinion another opinion with him on an equal footing in the consideration of listening (Swueid, 2003: 16) .

Today we are required more than ever to find educational institutions to develop the students the possibility of dialog and discussion taken by the concept of mental retardation view (not Sultan on the Mind), a comprehensive revision structure of education and raising the thinking of learners

and cognitive skills and knowledge behind which enable them to adapt to society and develop their preparations and mental and creative .

The geographical science one of the branches of human knowledge task that should be the focus in the taught capacity development knowledge students and behind the knowledge base that qualify them to deal in the solution of the problems they encounter, which require the learner to be dependent on himself in search for knowledge together with other antiquities to be able to take the appropriate decision on the Learn and conscious way of thinking, confident himself Israeli caretaker responsibility to take its decisions (Jabouri, 2013: 2.3) .

Beneficiary in teaching methods in geographical education colleges, existing modalities to recite, which resulted in the curtailment of the scientific value of this article and its functions; attention is directed to the same geographical article became far from the consciousness of students and flexible, above the level of cognitive thinking and behind the cognitive, this is incompatible with the call of many educational importance of adjusting the student learned process and mental operations the correct destination and control and to have an effective impact in understanding the absorption of article leading fruitful results.
(Darwazeh, 1995: 94).

The inability of the skills beyond the knowledge base comes in the late stages of secondary school, as it must be the development of the willingness of the students to create the minds of raising the level of their thinking to the level of good sense and awareness so as to be able to adjust control and guidance and produced in their styles and according to possess the capacity, since the building behind the knowledge base of the slow growth and to make training in undergraduate directly possible (Omar, 2003: 306) It shorten the effort and time and money to access the creative results in increased creative minds in the industry of all life equation for building society thinking his sons (Adas, 2000: 43).

And what is known so far on thinking skills beyond the cognitive used by individuals to solve problems is particularly skills which includes the capabilities of certain mentality which that requires time and effort to the asymmetrical, success depends on the solution to the problem of applying the skill (Al-beely and Al Amady, 1989, 263).

On the basis of the progress that can be grossing-up the problem of current research to answer the following questions:
O1/what degree of possession of students geographical section thinking skills beyond in knowledge of the Faculty of Education-IbnRushd Humanitarian Sciences?
O2 know the difference in thinking skills beyond the knowledge and students of the geographical section in the Faculty of Education - IbnRushd depending on the level of sex (male - Female)?
O3/ Difference in thinking skills beyond the knowledge and students of the geographical section in the Faculty of Education - IbnRushd, according to a changing educational stage .

THE IMPORTANCE OF RESEARCH

The communities are facing at the dawn of the new millennium the multiple challenges of the tremendous development of information and communication technology as it managed to penetrate the barriers of time and space and extends its effects in the political, social and economic relations

and set charges on education as a way to push the societies to win in the global race to possess the corner of Science (Abdel Ghaffar, 2003: 5)

The stage of university education, the stage of construction of knowledge and psychological recovery to the students contribute to its principal variables is the formation of a world student life style and responsive to any change or switch in environment stakeholders, it turn stage gets ready to allocate the student confirms itself embodies the effective role, or remains in its nets wasting life opportunities that led to success and creativity (Al ezirgawi, 2000 : 20).

Development is thinking about the most prominent of the objectives sought educational institutions to achieve them or developed to students, they harness all their energies to know the characteristics of the persons who are recruited for the types of thinking which it depends for a reasonable degree of accuracy and identify the type of behavior that they do differ in mental abilities and the modalities of their thinking in the face of the different positions (Hammoud, 2008: 7)

The world sees us psychological (William James) that reason and not be the ability of adequacy only when there is something thinking and leaves the overriding, focusing his thinking in order to overcome the problems faced by, the need for which is essential for the life of the individual without him and give him only in the case of absence of mind (Musharraf, 2007: 3), and here we highlight the importance of thinking and types of mechanisms on the mental abilities to human rights.

And thinking skills to all types of different levels in the psychology of contemporary knowledge and a central position in the cognitive education because they constitute one of the phenomena most importance and necessity to learners because the world has become more complicated as a result of the challenges imposed by the information and communications technology in various walks of life and success in the face of these challenges depends not only on the body of knowledge as much as on how to use and apply knowledge, In addition to the other reasons that calls for our universities to provide appropriate opportunities to develop and improve the thinking skills to learners in the organization and meaningful, which requires the need for ownership of the learners a sufficient degree of awareness of knowledge and skills beyond the knowledge base.

Skills are thinking behind the cognitive, one of the components of the mental thinking, as the concept behind the knowledge at the beginning of the seventies of last century to open new horizons of the empirical studies theoretical discussions on the subjects of the intelligence and thinking and assimilation and awareness learning skills and study, And still delivers a lot of attention to its impact the prominent leader in the education of students how to learn and retrieval of information and organizing and motivating and strengthening the capacity of the students in solving problems through addressing the Knowledge Systems efforts to reach the resolution which is a solution to the problem (Anderson, 2005: 59) .

This requires the thinking behind the knowledge that the exercise of the individual processes of planning, monitoring and evaluation of the adjusted continuously through use adjusted any thought to think (al-Atoum, 2004: 207).

What behind the knowledge of the Mata Cognition means awareness in knowledge phenomena, as Flavell described the ideas behind the knowledge base as planned and directed toward a specific goal as well as awareness of the individual himself reflected the behaviors to achieve knowledge missions through the possession of information at the same time (falavell, 1971, 275) (refers Gardner that behind the knowledge is the basis of knowledge on the knowledge that include awareness and remembering and understanding and expression including behind aware of the meta-perception and behind the understanding of meta-comprehension and behind Meta-Memory memory to remain behind the knowledge in the highest (Abdel Wahab, 2005: 166).

And has won the thinking skills cognitive metaphysical concerns of scientists and researchers, as Flavell that control the memory functions, especially what is linked to the ability of the mind to remember the classification and retrieval of information required as well as it is classified the ideas behind the knowledge as قصدية planners and oriented toward the goal as well as a mental attitudes toward the future (Flavell, 1976: 96) and section (Flavell) skills beyond the knowledge to multiple types of awareness:

1. attention: awareness means to pay attention to the individual and the extent of its ability to adjust and control.
2. aware: awareness means the cognitive processes of the rights, seizure and control.
3. memory, which means awareness of the strategies of remembrance and objects remembers rights and can control, seizure.
4. absorption: means the awareness of the ways that lead to knowledge and assimilation.
5. thinking: means awareness skills broader mailing list used by rights, seizure and control (Darwazeh, 1995: 83).

According to the views of the Flavell per capita, the viability of the control on a wide variety of operations of the knowledge obtained through the acts and interactions between the four categories of phenomena:

1. Know What Behind Metacognitive knowledge and knowledge.
2. The experiences of the objectives behind the knowledge Metacognitive Experience
3. objectives and tasks state standards gaining momentum or Task
4. acts or actions strategies or strategies .

What behind the knowledge is the individual reserve of knowledge concerning the people as knowledge creatures and incidence of tasks and objectives of knowledge and expertise (Fluvell, 1979: 906).

While (Sternberg, 1984) in theory wager three components in the processing of information is (behind the ingredients, and the components of performance, and the components of the acquisition of the knowledge), since it was felt that what is behind the components as adjustments to the Supreme Court which is used in planning, monitoring and evaluation of the performance of the individual or mental activities when a specific task facing what he called Fluvell (behind the knowledge) (Sternbery, 1984: 131).

Sternbery classified the metaphysical skills and knowledge to three skills is (planning, monitoring, control and surveillance, Calendar, and include all the skill of the Chairperson of a number of subsidiary skills (His Excellency, 2003: 82-84). The ads (2000) and considered that the

skills of the thinking behind the cognitive, refer to the individual knowledge of how to access to education has except where remember and retrieval of knowledge (Adas, 2000: 291).

And (Cama, 2001) that the Skills behind the knowledge embodied the following:

1.an individual's awareness of the problem to be resolved.

2.The awareness of the individual citizen of the strengths and weaknesses in the solution of the problem.

3.an individual's awareness of previous experience and ability to use in similar positions.

4.The awareness of individual new strategic used to solve the problem.

5. calendar used plans toward a solution.

6.The choice of strategies (Abu required and others, 2009: 193). Either (Anderson, 2002) section beyond the skills and knowledge to five elements:

1.the planning and preparation for learning.

2.Use learning strategies.

3.monitoring of the use of the strategy.

4. organization of the various strategies.

5. Assessment of the strategic use of learning.

(Abu riash and utaite,2008: 302-393).

The importance of this research that we are today in dire need to look to the front in order not to remain hostages narrow areas involving the exercise of intellectual work directly merely drew attention or aware or remember or identify the words and phrases and understanding of the News , But attention knowledge strategies and behind the knowledge base through helping students to create the minds of the raising of thinking to the level of good sense and awareness of what makes a learner is aware of the Attention and perception of the process of assimilation and the process of remembrance and the process of thinking about the learning process and the ability of the individual to recognize his sympathy or his clairvoyance thoughts and feelings of others who interact with them the learner to know the operations and activities of mind exercised in the positions of the various learning , Its ability to reflect comprehending the knowledge gained from the implementation process as well as the self-evaluation of the activity of the method of execution through three skills of chairperson, planning and monitoring and control and evaluation each skill of the Chairperson of the subsidiary skills.

They stem from the importance of the current research in the following: 1.The importance of knowing the students to think beyond the confines of knowledge, as the source of the metaphysical thinking of knowledge does not emerge from the outer reality of the individual, but they come from mental represents the interior per capita of that fact, and this includes what he knows about the internal represents, and how they work and sense of direction.

2.the extreme importance of skills for the thinking behind the knowledge on the processing of information on the consideration that any meaningful thinking includes knowledge skills and after that may not be abandoned or the assumption that the learner response can be proficient indirectly through the content of a lesson.

3.The importance of knowing the students to study the thinking behind the cognitive provided psychologists with additional information to the cognitive processes to learn what distinguishes the

successful students from their peers, as well as to teach students how to raise awareness of learning operations and controlling these operations to learn more effectively.

4.The importance of knowing the students that the thinking behind the cognitive represents the components of a router engine skills for the thinking behind the knowledge, so it is a very important tool to reach sound thought organized on the level of prudential conduct of individuals. 5.comes the importance of this research on the one hand to benefit from the results in some applied aspects that the university in the school and in the community.

6.comes the importance of this research from the lack of studies, which dealt with the thinking behind the knowledge and skills by the flag of researchers.

7. need to know the interest of universities to provide appropriate opportunities to develop and improve the skills of the thinking behind the knowledge and educated in a purposeful manner that they possess a sufficient degree of awareness of the strategies and skills beyond the knowledge base.

8.The need to know the students of the importance of the skills of the thinking behind the knowledge in teaching operations high set used to regulate the performance of the individual and substances control when a specific task and helping students to grasp the thinking of the vision and reflection and raise the level of awareness to the extent they can control and adjust its path toward the attainment of the Goal

9.to enable students to develop a plan of action and reflection and evaluation when completed, the planning for the recruitment of a strategy before the start of the process of implementation and help the student in the follow-up to the procedural steps planned in the implementation of this activity.

10. making students more aware of their actions and their impact on others and the environment in which they live.

11.to enable students to monitor plans when implemented with awareness of the possibility of holding any amendment.

12.the development process of the personal assessment of the students, which is one of the sophisticated operations carried out by the individual with the aim of improvement.

THE OBJECTIVES OF THE RESEARCH

this research aimed at current research know:

1.thinking skills beyond the knowledge and students geographical section at the Faculty of Education at the IbnRushd humanitarian sciences.

2.difference in thinking skills beyond the knowledge and students geographical section as a changing sex (male - female).

3.difference in thinking skills beyond the knowledge and the students of the Department of Geography, depending on the variable school.

THE LIMITS OF RESEARCH

current research determined:

1.thinking skills beyond the knowledge and the students of the Department of geography.

2.students geographical section at the Faculty of Education at the humanitarian sciences - IbnRushd (morning study).

3.The academic year 2014/2015.

DEFINING TERMINOLOGY

Thinking:

(Beyer, 2001)define it is the process of the mentality of the learner can through something meaningful through experience. Al-atoum and others (2009)

Cognitive activity work on giving Booth Babes' environmental and meaning of the significance of the knowledge of the environment to help the individual excusing adjustment with the environmental conditions (Al-atoum and others, 2009: 19)

He is well known to the two researchers in theory: mental activity to the awareness and understanding and seeks to find a solution to the problem in its interaction and the surrounding environment. Thinking skills beyond the cognitive Met cognitive Thinking Skills

The annals of (Flavell, 1987) individual knowledge of its operations and cognitive or نتاجاته or anything relevant are often invited the strategic thinking and Strategic Thinking the contents of the operations of observing the individual mental organization and coordination between them, is the awareness of the mechanics for its operation are deserving and then the use of this awareness in adjusting the:2007Utami and Ernici49) .

Sternberg known as the skills of the mentality of the complex is one of the most important components of the intelligent behavior in the processing of information and grow with progress in older persons on the one hand as a result of experience long exercised by the individual and on the other hand, since it is the task of the control of all activities directed to solve the various problems with the use of the knowledge capacity of the individual effectively in important requirements thinking (Al Ayasra, 2011: 109).

It mainly theoretical research group of the skills of active learning by student awareness of the vigilance of the knowledge of its operations and begin planning and control and management, calendar makes it able to use the knowledge resources and behind the knowledge more effectively in self-regulation of the process of learning and cognitive control knowledge operations in the face of troubleshooting and work with the requirements of the mission of thinking.

This is defined as the two researchers procedurally the ownership students geographical section of the skills of the thinking behind the knowledge of planning, monitoring and management, calendar, measured degrees obtained at the application of the gauge prepared for this study.

PREVIOUS STUDIES

Study your way and Greg (Yore &Graige, 1992):

sought a fact-finding study awareness of students read science book in science and strategies literacy by the extent of the possession of the students of the patterns of what is behind the three knowledge of normative and procedural police on these aspects.

Replace the two researchers test from the kind of choice of multi-component of (63) a measure aspects of knowledge of the three in 21 of the qualities which must be a good reader of

science also developed two researchers another tool include a similar number of questions was applied on a sample of 52 male and female students in order to ascertain the veracity of the test.

The Sample consisted of (532) 14,423 students the results of this study that there were differences of statistical function between the students with capacity and high literacy and students with weak literacy in the level of possess what behind the knowledge the study also showed that the high level of the row does not increase the level of possession of knowledge students and behind the knowledge on literacy and decisions of science Females have knowledge and behind the literacy scientific books in science than males and students differ in the level of their knowledge of contemporary three knowledge declarative security and procedural police (Your &Craige, 1992: 15-50)

Verio study (Fereo, 1993):

sought this study to identify the role of the skills beyond the knowledge base (awareness and management) to strengthen scientific solution of the problem to the students at the intermediate stage, as the two researchers based on theories behind the knowledge and knowledge:

- that students catalysts to participate in collective reflection show observe a greater number of behaviors behind the knowledge base.
- that increase in activity behind the knowledge to facilitate the development of the skills of the integrated operations of the students.

Formed a sample search of (244) students in grade 7 dispersed to (12) The Division teaching them (3) science teachers and 2,112 (4) people per teacher. Measured in collection and processing skills of integrated scientific by choices (Test of intengrated process skills (IIPS), these tests tribal used while used to choose a test TIPII ambiance.

The results of the study:

1.The metaphysical training knowledge had increased from the counting of the behaviors beyond the cognitive phenomenon.

2.that all groups have shown increasing statistically function in collection.

The study Kramarski&Mevareah, 1997:

These sought the study to balance the results of achievement for students who learned of the graphs within an enabling environment (logo) adopted on solving the problems that were included with training beyond the knowledge or without identifying knowledge behaviors and behind the knowledge base under different circumstances.

Composed study sample of (68) asking them (34) students represent the Pilot Group and (34) students representing Group officer, students were selected at the beginning and end of the experience across the charts as well as meet the students at the end of the experiment to assess their behavior the knowledge base and behind the cognitive, which resulted in the study that students who were exposed to the metaphysical treatment knowledge carried out graphs about the best students from the control group. Kramarski&Mevareah, 1997, P.425-445

The study of the Al Jundi and Sadiq 2001

sought this study to determine the effectiveness of strategies behind the knowledge in the collection of science and the development of innovative thinking to students in grade 2 with mental

capacities. formed study sample of students in grade 2 School of Islamic University and divided the sample to the Pilot Group and a female officer.

Was the choice of the two groups to test the collection and testing the ability to innovative thinking and testing classification forms students to levels of mental capacity.

The results of the study showed differences of statistical significance in the collection of mental capacity for the benefit of the Pilot Group examined the metaphysical strategies of knowledge and the results showed the interaction of the metaphysical strategies of knowledge and levels of mental capacity in the Test higher grades than (the soldier and ratified, 2001: 363-412).

The Algazairi Study (2005):

sought this study to know the use of the skills beyond the confines of knowledge in the teaching of the biology of the collection of students in the first grade of secondary scientific modes of the relationship between the skills beyond the confines of knowledge and the sex of the Student (males females).

A sample consisted search of (603) 14,423 students were selection randomly as dispersed between empiricism group consisted of (458) 14,423 students and a female officer consisted of (145) 14,423 students researcher used a measure to measure the skills beyond the knowledge of inadmissibility testing scientific thinking ambiance.

The researcher addressed the use Data Link laboratories Pearson equation (Holsti) box and the ETA variance analysis and reached the following results:

1. differences of statistical significance at the level of (0.05) in the average test grades dimensional higher grades than for the benefit of the Pilot Group .
2. differences of statistical significance at the level of an indication (0.05) in the average degrees test scientific thinking for the benefit of the Pilot Group, this is the difference to the use of the skills of Behind the knowledge.
3. no distinctions of statistical significance between males and females in the academic achievement of scientific thought (Algerian, 2005: 2).

The results of these studies that students differ in the level of having thinking skills beyond the confines of knowledge, this came in a study (Yore &Crige, 1992), a survey showed (Fereol 1993) study Kramrski&Mevareech that training to think beyond the confines of knowledge more knowledge behaviors and behind the knowledge base of the study showed (soldier, 2001) The interaction of the metaphysical strategies of knowledge and levels of mental capacity in collection and showed the Algerian study differences in the analysis and testing of scientific thinking to the students the researcher was attributed to the use of the skills of the thinking behind the knowledge, as well as some of the previous studies used the descriptive approach and empirical work as well as the tests to identify the impact of thinking skills to go beyond the confines of knowledge in collection and thinking mental capacity.

SEARCH PROCEDURES

to achieve the objectives of the search was selected research approach appropriate research community as Co-chairman and search tool statistical means used.

first: research approach: Use the two researchers descriptive approach to suit the objectives of the study.

second : Research Society : representing the community current research students geographical section at the Faculty of Education at the IbnRushd Humanitarian Sciences, University of Baghdad for the academic year 2014 -2015, as the number of (561) students and 2,112 (271) and (290) a student and table (1).

Table (1): The size of the research society distributed

stage	male	female	total
first	80	81	161
second	119	125	234
Third	30	34	64
Forth	42	50	92
	271	290	561

Third : a sample Research:

follow the two researchers method of the way the random class in the test of (100) 14,423 students from the Department of Geography distributed on gender equality, and table (2).

Table 2: The size of the sample search distributed on

Stage	sex		Total
	male	female	
First	14	14	28
second	21	22	43
Third	6	6	12
Forth	7	10	17
Total	48	52	100

Forth : Search Tool:

was the use of a measure of skills beyond the knowledge base of the prepared by Abu required (2005) composed of (54) a paragraph four alternatives (always applicable, often apply, and apply some thing, and never apply), has progressed alternatives answer respectively (4, 3, 2 and1) .

The justifications that called on the two researchers to use the tool (skills beyond the confines of knowledge):

1.modern measure as it had been prepared in 2005.

2.enjoys sincerely measure of good flat.

3.fits the gauge with sample current research (university students).

Fifth : ratified the gauge:

truth is intended to gauge the gauge actually, what is the purpose of the basic conditions for the construction of the tests, especially that reveal the extent to which the metric for the purpose for which, was to verify the dipstick by sincerity, virtualization,It was presented to the group of experts in the educational sciences, psychological to ascertain the validity of the paragraphs and their

appropriateness for measuring the skills to think beyond the confines of knowledge and the experts agreed by (80%) (50) clause was to exclude the third paragraph V of the first paragraph (14) of the second area of paragraph (30) of the third area .

This type of truth when the experts concluded that the paragraphs measure ostensibly alleged measured voltage.

Sixth : The Gauge Flat

Consistency means of Measurement Accuracy any consistency gauge poses a major constraint in provides us with the information on the conduct of individuals (Abu Hatab, 1987: 10) to detect the gauge flat accumulated adopted the following modalities:

1. test method - re-testing Test Retest: was the expense of correlation coefficient in a re-testing on the scale of this applied the final form on a sample of (30) students called upon the Department of Geography and then re-applied after two weeks using Pearson link it became clear that the utilization factor of stability had reached (82%), a coefficient of good flat.

2. coefficient of Cronbakh Alfa consistency of procedure: adopt this way the consistency of the performance of the individual of a paragraph to the other, to calculate the unchanged in this way was the adoption of a sample unchanged (30) students after the application of the equation Alfa Cronbakh internal consistency factor unchanged gauge (86%), which is the value of a good flat reliable compared with the previous studies used this method for calculating unchanged.

It thus became the gauge the final form of the (50) a paragraph four alternatives to the highest degree obtained student (200), and the least degree obtained student (50) the degree of my average gauge is (100).

The statistical means use two researchers means the following statistical:

1.T. test one sample.
2.T. test sample independent states.
3.link laboratories Pearson.
4.equation Cronbakh Alpha.

VIEW RESULTS AND DISCUSSED

Will Be presentation of the results of the current research and discussion, as follows:

I. First aim:

Identify the level of skills of thinking behind in knowledge of the Faculty of Education - IbnRushd humanitarian sciences.

The two researchers from the application of the skills of the thinking behind the knowledge on a sample search of (100) 14,423 students distributed by sex by (48) and (52) a student, as the average degrees of Students (164,52) normative spiraling out of (19,32) medium transferable gauge (100), to find out the significance of the differences were the use of test التائي one sample showed that T-shirts value calculated (33,40) the largest value of T-shirts and Tabular trend display (2,000At the level of an indication (0.05) and to a lesser extent freedom (99), this means that there is a statistical d between the brokers of the accounts in favor of arithmetic which indicates that the sample of search skills thinking behind the cognitive and table (3).

Table 3: The arithmetic average standard deviation and t-shirts value calculated thinking skills beyond the cognitive

The number of members of the sample	The average degrees sample	Standard deviation	Average transferable	Freedom degree	Value T. shirts		Indicative level
					calculated	The Tabular Trend Menu	
100	164.52	19.32	100	99	33.40	2.00	0,05

It is clear from the table (3) that the skills of the thinking behind the knowledge are positive to the students of the geographical section at the Faculty of Education - IbnRushd, accumulated attributed the cause to the passage of the students a variety of experiences during their studies in previous phases and can employ These skills when students in the absorption of cognitive development and technological geographical article to become teachers able to perform their duty effectively with environmental variables and different This result agrees with the study of Yore &U Crige 1992 study Fereol 1993 study Kramrski&U Mevareech and study of the Soldier 2001 .

second : the difference in thinking skills beyond the knowledge and students geographical section at the Faculty of Education (IbnRushd depending on the variable sex (male - female).

Was the expense of degrees of males and females of (48) and (52) a student), with the average male degrees (168,71) standard deviation (37,91) degrees, while the average female degrees (160,33) the degree of normative spiraling out of (34.24) Using test to T. sample separate. The results showed the value of T-shirts and calculated (1.16) Which is less than the Tabular trend display (1.96) at the level of an indication (0.05) and to a lesser extent the freedom of (98) as shown in the table (4).

Table 4: The arithmetic average standard deviation and t-shirts value calculated thinking skills beyond the confines of knowledge according to the gender variable

weathercock	The number of members	Arithmetic	Standard deviation	Value T. shirts		Indicative level
				calculated	The Tabular Trend Menu	
Male	48	168.71	37.91	1.16	2.00	0,05
female	52	16.33	34.24			

In the table (4) does not happen differences in the possession of thinking skills to go beyond the confines of knowledge between males and females. The two researchers attributed the reason for this is that the experience obtained whether life or textbooks are almost similar.

- to learn about the extent of the possession of male and female thinking skills beyond the cognitive, individually, the two researchers calculate the degrees of a sample of males (48) students, with the average grade (168,71) normative spiraling out of (37,91) when compared to the theoretical average gauge of (100) the degree of using T. test sample of one at the level of an indication (0.05) and to a lesser extent freedom (47). The results showed that the value of withdrawals (12,56), the highest value of the Tabular trend display (2,021).

Third : the difference in thinking skills beyond the knowledge and students geographical section at the Faculty of Education at the IbnRushd Humanitarian Sciences according to a changing educational stage.

The two researchers calculate the degrees of a sample search by the early stages of the seminar, and as the average algorithm for students in the first phase (122,75) the degree of normative spiraling out of (17,134), while the average degrees of students of the second phase (135,700) normative spiraling out of (20,361) the average degrees of students in the third stage (136,25) the degree of normative spiraling out of (10,008)The degree while the average degrees of students of the fourth phase (135,75) the degree of normative spiraling out of (10,523) degree when compared with the arithmetic circles for students in the school theoretical average gauge of (100) the degree of using T. test sample of one at the level of an indication (0.05) and table (5).

Table (5): arithmetic average standard deviation and t-shirts value calculated thinking skills beyond the confines of the knowledge of the students according to a changing educational stage

stage	The number of members	Arithmetic	Standard deviation	Value T. shirts		Indicative level
				calculated	The Tabular TrendMenu	
First	28	122.75	17.132	7.02	2.101	0,05
Second	43	135.700	20.361	11,52	2.021	0,05
Third	12	136.25	10.008	12.54	2.201	0,05
Forth	17	135.75	10.523	14,02	2.110	0,05

It is clear from the table (5) there are differences with statistical significance in thinking skills to go beyond the confines of knowledge, value t-shirts and calculated to students in the first phase (7.02), the highest of the Tabular trend display (2,101) and to a lesser extent the freedom of (27) at the level of an indication (0.05), which indicates the existence of thinking skills to go beyond the confines of knowledge to the students of the first stage of an acceptable level.

The students of the second phase, it is clear from the table (5) there are differences with statistical significance, as the value of T-shirts and calculated (11,52) the highest value of the Tabular trend display (2,021) and to a lesser extent the freedom of (42), which indicates the possession of the students of the second phase of the skills beyond the confines of knowledge is of a high standard. The students of the third phase, it is clear from the table (5) there are differences with statistical significance as the value of T-shirts and calculated (12,54), the largest of the Tabular trend value (2,201) at the level of an indication (0.05) and to a lesser extent freedom (11) Reflecting higher thinking skills beyond the knowledge they have. The students of the fourth phase, it is clear from the table (5) there are differences with statistical significance as the value of T-shirts and calculated (14,02), the largest of the Tabular trend value (2,210) at the level of an indication (0.05) and to a lesser extent the freedom of (16) which shows the high thinking skills beyond the knowledge they have.

CONCLUSIONS

In the light of the results of the research findings of the two researchers to the following conclusions:

1. possess students geographical section at the Faculty of Education at the IbnRushd Humanitarian Sciences thinking skills beyond the confines of knowledge.
2. no distinctions of statistical significance in thinking skills beyond the cognitive between males and females.
3. possess male thinking skills beyond the confines of knowledge.
4. female possess the skills to think what behind knowledge.
5. possess the students of the first phase of the skills of the thinking behind the knowledge of an acceptable level.
6. high thinking skills beyond the knowledge and the students of the second phase and the third and the fourth.
7. escalation of the possession of students skills for the thinking behind the cognitive, according to the stages of the seminar, which passed by.

RECOMMENDATIONS

In the light of the results accumulated recommends the following :

1. professors urged the geographic sections in the faculties of education of IbnRushd humanitarian sciences and the use of the modalities of teaching techniques of Cognitive Thinking and behind the knowledge and skills of the students.
2. need to absorb the curricula of the geographic sections of scientific developments and the process in the area of scientific research and the involvement of the students including help to develop Cognitive Thinking broader fields of knowledge.
3. The need to train students and professors due to raise their awareness of learning operations and adjusted in order to learn more effectively.
4. female possess the skills to think what behind knowledge.
5. possess the students of the first phase of the skills of the thinking behind the knowledge of an acceptable level.
6. high thinking skills beyond the knowledge and the students of the second phase and the third and the fourth.
7. escalation of the possession of students skills for the thinking behind the cognitive, according to the stages of the seminar, which passed by.

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In the light of the results accumulated recommends the following:

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3. The need to train students and professors due to raise their awareness of learning operations and adjusted in order to learn more effectively.

4. awareness development beyond the confines of knowledge and the students by geographical teachers in row room to improve the performance of the composition of the positive trends have toward subjects through assignment is studying the themselves.
5. provide the opportunity for students to practice activities of thinking peaking of simple and complex through the provision of 11,944 climate appropriate to raise the efficiency of the professors due to the provision of education sources thought-provoking directly and indirectly.

SUGGESTIONS

In the light of the results of the search accumulated proposes the following:

1. studies similar to the current research on the stages of other seminars compared with the results of the current research.
2. undertake a study on the relationship of thinking skills to go beyond the confines of cognitive and other variables like intelligence and educational attainment.
3. a study aimed at building the skills program to think beyond the confines of knowledge and training students on how to use it.

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