



جامعة الموصل
كلية التربية للعلوم الانسانية
قسم العلوم التربوية والنفسية

مهارات التواصل المفضل توافرها لدى تدريسيي جامعة الموصل
لتخفيف العبء المعرفي من وجهة نظر طلبة الدراسات العليا

منذر ذياب نجم الحمان

رسالة ماجستير

العلوم التربوية والنفسية

بإشراف

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Abstract

The aim of the research is to identify the preferred communication skills, which are available to the teaching staff of Mosul University to reduce the knowledge burden from the viewpoint of graduate students, and its sample consisted of (88) students from graduate / master's studies in the scientific and human departments of the colleges of Mosul University for the academic year (2019-2020) It was chosen in the random, stratified method available according to the variables of scientific specialization and gender, by (48) students and (40) students, of whom (20) are in the scientific departments and (68) in the humanitarian departments. In order to achieve the goal of the research and answer his questions, the researcher prepared a questionnaire that consisted in its final form of (42) paragraphs distributed into (5) areas: (Listening and listening, speaking and persuasion, the ability to understand students, empathy and expressing feelings, reinforcement and feedback) as well as arranging the dimensions of the cognitive burden. The researcher verified the apparent and constructive validity of the tool and the internal (global) consistency. (0.86 - 0.87), respectively, after that the researcher applied his tool electronically through the application of (Google drive) through the (Google Class Room) platforms approved in universities, colleges and scientific departments in line with the epidemiological situation and the disruption of official working hours due to the Corona pandemic for the period from (1-30/4/2020) And after collecting data and analyzing them statistically using the weighted mean equation and the zonal test of the

proportions for one sample and two independent samples, the results indicated:

- 1- There is a statistically significant difference at the level (0.05) between the ratios achieved in speaking and persuasion skills, listening and listening, and reinforcement and feedback with the hypothesis rate (0.66%) and for their benefit separately.
- 2- There is a statistically significant difference at the level (0.05) between the total percentage of achieved communication skills and the hypothesis percentage (0.66%) in favor of the total achieved percentage.
- 3- There is no statistically significant difference at (0.05) level between the two ratios of the students' ability to understand students, empathy and expression skills achieved, with the hypothesis rate (0.66%).
- 4- There is no statistically significant difference at the level (0.05) between the percentages of the five skills achieved as a whole, according to the gender variable (males, females).
- 5- There is no statistically significant difference at the level (0.05) between the percentages of the five skills achieved as a whole, according to the scientific specialization variable.
- 6- There is no statistically significant difference at the level of (0.05) between the male and female students 'viewpoints from the three dimensions of knowledge burden (method, content, and accompanying).
- 7- There is no statistically significant difference at the level of (0.05) between the two views of students of the scientific and human specializations from the three dimensions of the knowledge burden (method, content, and accompanying).

abstract

In light of the results, the researcher came up with a number of conclusions, including- :

There is a great knowledge burden on postgraduate students, especially in the field of teaching style

Postgraduate students from the scientific and human disciplines share the need for better communication skills when teaching them.

The researcher also made a number of recommendations, including: -
Emphasizing on the undergraduate teachers assigned to teach postgraduate students to adopt communication skills (speaking and persuasion, listening and listening, reinforcement and feedback) with their students and reducing the knowledge burden on them.

Finally, the researcher presented several titles for future studies that fall within the current research variables.

Including the effectiveness of a training program for undergraduate teaching based on cognitive burden strategies in developing communication skills with their students.

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the teaching staff of Mosul University to reduce the
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students**

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