

## **Abstract**

### **Asuggested Vision for developing the content of mathematics textbooks in the secondary stage in light of some thinking dimensions in mathematics**

**Prepared by**

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**The study aimed at revealing the status quo of the content of the first year general secondary mathematics textbook of the different thinking levels in mathematics, and also how for the content of mathematics textbook includes the thinking dimension in mathematics and its sub-skills and preparing asuggested vision for developing the content of mathematics textbooks in light of the thinking dimensions in mathematics**

**In order to fulfill the aims of the study , the researcher prepared tow tools for content analysis , the first one aimed at content analysis in light of the different thinking skills which are ( the lowest – the highest- the creative ) ,the second one aimed at content analysis in light of the some thinking dimensions in mathematics and its sub-skills . After the scientific control of tge tools , the researcher conducted the analysis processes and the study achieved the following results :**

**1- there is an insufficiency and variance in handling different yhinking levels in the content content as the percentagesof the creative thinking skills was2.01 % of the content compared with the percentages of lowest skills was 78.04% which icdicaates that content is imbalanced .curricula plannners and developers are still giving great attention to facts , information and generalization rather than applying and making functional use of mathematics .**

**2- there is an insufficiency and variance in handling some yhinking dimensions in the content of mathematics as the percentages including**

**i.e metacognitive thinking dimensions and creative thinking were very low if compared with thr acceptable standard .**

**3- the suggested vision was prepared in the light of the comprehension and balance principles of the thinking dimensions in mathematics included in the content which contributes to achieving the amis of teaching mathematics in secondary stage .**

**In light of the results , the researcher recommends the following :**

**1- conducting asimilar study for the development of the textbooks of second and third years of the secondary stage .**

**2 – The effectiveness of the mathematics content of the first year secondary stage in the development of the thinking dimensions in mathematics of the students .**

**3- The effect of the evaluative techniques used in the mathematics textbook for first year secondary stage in the development of creative thinking skills of students .**