**Using Internet Websites in Teaching Arabic Language and Literature as a Method Meaningful Learning**

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**Abstract**

This research aimed to examine The research aimed to examine the size and contribution of the relationship between thinking methods and attitudes toward the pedagogic changes among teachers of the Arab community. To accomplish the survey-related objectives of this study, an available sample consisted of 172 teachers from the Arab community. The sample consisted items about the demographic data namely: the teachers' Gender, Academic knowledge, and the educational stage (Elementary stage and above).

Three questionnaires were used to collect data about the relationship between thinking methods and attitudes toward the pedagogic changes. The quantitative data is based on the statistical analysis of the responses which was used to formulate generalizations about the main aim of the study. Besides, the reliability as well as validity were verified, and these questionnaires are the following: The questionnaire of the demographic data, thinking styles questionnaires Sternberg and Wagner (1991) and the questionnaire of teachers' attitudes toward Pedagogical Changes for Mashkeet (משכית, 2012).

The findings of this sturdy indicated that there is a moderate correlation between the methods of thinking and the attitudes of teachers towards the pedagogical changes. The findings found statistically significant differences only based on the gender female teachers expressed more attitudes of thinking methods for the same technique and the attitudes of the teachers toward the pedagogic changes. However, the examination of the thinking methods between male and female teachers, as well as the thinking methods concerning all of the academic knowledge for teachers revealed no statistically significant differences in the participants’ responses, while there are differences among the second group related to methods of thinking according to scientific qualifications. The results showed that the rate of using different thinking methods and techniques by teachers of the elementary schools is higher than the thinking methods used by teachers of other levels at schools. The results also showed differences in the methods of thinking in general between teachers of the elementary and secondary schools. Furthermore, there are differences between elementary and primary school teachers, which in turn are evident for those teachers in both the second and the third groups according to the classification of groups by Zhang.

Based on the findings of the study, the researcher recommends the following:

* To plan completion courses for teachers in order to develop a variety of ways of thinking for teachers to help them implement new policies and reform plans in their field of work in the Ministry of Education.
* To seek attention to the relationship of thinking methods and teachers' attitudes towards pedagogic changes since knowledge is changing every time and the teacher is obliged to develop his professional knowledge.