
THE APPLICATION LEVEL OF THE INTEGRATED METHOD IN SCIENCE TEACHING BY MIDDLE SCHOOL SCIENCE TEACHERS



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Abstract

This research aims to shed the light on the application level of the integrated curriculum carried out by middle school science teachers in Al-Quwayiyah province, Kingdom of Saudi Arabia. It is worth mentioning that the study sample consisted of seven teachers. In addition, the researcher used a note card for the performance of each teacher. Such card contained (12) statements distributed into three main concepts: STEAM approach application, the integration among natural science branches, and connecting science with life. The researcher actually concluded validity and reliability indicators and three lessons of each teacher were observed.

Results of the research indicated that the average of applying the tool, as a whole, by science teachers was very low with low

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application level of each concept. The concept of "the integration among natural science branches" got the highest application level, followed by "connecting science with life", whereas the last place was for "STEAM approach application concept". In addition, The results highlighted the main obstacle of applying integration as follows: the lack of awareness among some teachers about the role of the integrated curriculum in science teaching, the inappropriateness of classes with students' numbers, teachers' workload, and the lack of time and available potentials.

Key words: (teachers, science, middle school, integration, science, technology, geometry, art and mathematics approach)