



## Cognitive Assessment of Arabic Language Teachers in Revealing the Educational Values included in the Literature and Texts Book for the Fourth Literary Grade

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### ABOUT ARTICLE

**Key words:** Evaluation, Arabic language teachers, educational values, fourth literary grade.

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**Abstract:** The research aims to evaluate the cognitive assessment of Arabic language teachers in revealing the values included in the literature and textbooks for the fourth literary grade. The researcher prepared a questionnaire consisting of (20) paragraphs. After designing it, presenting it to expert specialists, making the necessary amendments in its final form, and testing it on a survey sample of (20) schools. After verifying its validity and reliability, the researcher applied it to the research sample, which numbered (40) schools out of a total research community of (120) schools in the Arabic language, which the researcher chose randomly using the statistical package (spss) to extract the research results in knowing the average of each paragraph included in the questionnaire and the total average of the total paragraphs, as well as calculating the difference between the averages. The results showed a negative indicator about the skills provided by teachers and the use of means capable of instilling, clarifying, and explaining the values included in the topics of literature and texts in secondary schools. From this, the researcher concluded that focusing on the content from a cognitive perspective is more than focusing on it as a goal for a specific value. From this, the researcher recommended providing appropriate training opportunities for Arabic language teachers who teach literature and texts to focus on values and communicate them to students in various ways to ensure that. Proposing conducting another study related to this topic

helps diagnose other turning points that impact the teaching and learning process from the learners' point of view to overcome them.

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## INTRODUCTION

It is no secret that the school book has a major role in conveying various knowledge and information to learners. It is a means of the main curriculum to present the contents it aims for by setting topics in a manner that is consistent with the intended goal. Since values are abstract meanings reflected in actions, sayings, and symbols, the school book presents its content in different cognitive formats whose function is to state, clarify, and reveal the meanings represented by the values it aims to instill in learners. From this, two types of knowledge appear to us according to their use, i.e., direct knowledge in which the benefit is direct to the learner, as is the case in scientific knowledge of mathematics from symbols and laws, and there is knowledge from which the benefit is reflected indirectly, such as the topics that aim to instill various values, and from this the values are the goal of setting that cognitive content and are the basis for which it was set, so knowing the values is more important than knowing the content for which it was set for teachers so that the teacher seeks to achieve it in learners. From this, the researcher found it necessary to shed light on the topic of evaluation. The cognitive assessment of Arabic language teachers in revealing the educational values included in the reading book for the primary stage, and thus the research problem was defined through the following:

The cognitive assessment of Arabic language teachers in revealing the educational values included in the literature and texts book for the fourth literary grade.

Second: The importance of the research

1- Revealing the knowledge of special skills in revealing educational values among Arabic language teachers, which contributes to finding different methods and making the necessary decisions that are consistent with the extent of their knowledge of these values.

2- Clarifying the necessity of paying attention to educational values because they represent the purpose of the content and the goal for which it was set, which contributes to teachers' awareness of the role of the reading book, its importance and value.

3- It represents a practical aspect and a ready study for the parties concerned with developing teachers, training them and refining their teaching capabilities.

Third: The aim of the research:

The current research aims to:

Cognitive evaluation of Arabic language teachers in revealing the educational values included in the book of literature and texts for the fourth literary grade

Fourth: Research limits:

The current research is limited to the following:

Objective limits: Educational values in the book of literature and texts - Cognitive evaluation of Arabic language teachers.

Spatial boundaries: Secondary schools of the Najaf Governorate Center affiliated to the General Directorate of Education in the Najaf Governorate

Temporal boundaries: Academic year 2024-2025

Human boundaries: Arabic language teachers in schools affiliated to the General Directorate of Education in the Najaf Governorate / Najaf Governorate Center for the academic year 2024-2025.

Fifth: Defining terms

First: Evaluation in terminology

Evaluation: The process of collecting information about a phenomenon, classifying this information or data, analyzing and interpreting it, whether quantitative or qualitative, and all of this aims to issue a judgment or decision with the aim of improving the work, as it also includes the meaning of improvement, modification and development that depends on these judgments in light of the desired goals. (Shahata and Al-Najjar, 2003: p. 130)

Teacher evaluation: This type of evaluation focuses primarily on the teacher as one of the most important axes of the educational process; It aims to issue a judgment on the efficiency of this teacher in implementing the teaching process and achieving its goals, and to achieve the extent of his closeness to or distance from the ideal model of the teacher, with what he possesses of professional, academic, cultural, psychological, social, and moral characteristics and traits. (Shahata and Al-Najjar, 2003: p. 145)

Procedural evaluation: The process of issuing a judgment on Arabic language teachers in knowing the educational values included in the book of literature and texts for the fourth literary grade by presenting the data prepared by the researcher for this purpose.

Second: Values technically

Values: A set of laws, goals, and ideals that guide a person, whether in his relationship with the material, social, or heavenly world. (Faliya and Al-Zaki, 2004: p. 200)

Educational values: A set of standards and principles that learners acquire to guide their behavior and practice in social life, in addition to employing them in issuing their value judgments on things, sayings, and actions in their lives. (Al-Khalidah and Al-Shuha, 2005: p. 144)

Educational values procedurally: are a set of values that reflect the topics included in the literature and texts book for the fourth literary grade, which represent the purpose and goal of the curriculum content in the school book.

## **Chapter Two: Theoretical Framework**

First: The concept of educational values and their definition

Values, as is known, are the criterion controlling the behavior of nations and peoples, because they work to achieve homogeneity among individuals of one society and in turn lead to achieving integration and harmony among its individuals and controlling their behavior, which leads to compliance with society and the rules of its system, as values play an effective role in shaping the personality of the individual and determining his behaviors and different orientations, which in turn lead to the cohesion and solidarity of society and its development, as the individual uses them as a criterion to control his behavior, determine and direct it, and help in making him more adaptable to society and to himself. Values are one of the most important components of societies, and one of the foundations on which educational work is based. In fact, they are one of its most important goals and functions, as the value system governs the orientations of society and the behaviors of its individuals, and guarantees it the personality that distinguishes it from other societies, and makes it capable of facing challenges and changes, and dealing with them within a framework of values that form the identity and culture of society. The topic of educational values is one of the most prominent topics that education needs, because the real crisis that peoples of the world suffer from is a crisis in the values that these peoples seek and strive for through their success, advancement, and progress. The differences that occur between peoples in different parts of the world are primarily due to the difference in those values that that society adopts.

### **Definition of educational values**

Values in general, as Al-Ani (2014) conveys, are defined by definitions including:

(Al-Asmar, 1997) defined it as: The process of implicit evaluation of any position, behavior, thought, or subject, based on the concepts of societies, their philosophy of life, and their view of positions, behaviors, and ideas, so that this evaluation process ends in issuing a judgment on the behavior, whether in its favor, expressing the desire for it, and it is called a value, or against it, expressing the lack of desire for it and its rejection, and it is not considered a value (Al-Asmar, 1997: p. 390)

(Awad, 2011) defined it as: The beliefs that each individual holds towards things, meanings, and different aspects of activity, which work to direct his directions and desires towards them, and determine for him acceptable and rejected behavior and right or wrong, and are characterized by relative stability. (Awad, 2011: p. 80)

(Fleih and Abdul Majeed, 2005) also indicated that: Values are the judgment that an individual issues on something, guided by a set of principles and standards set by the society in which he lives, which determines what is desirable and undesirable in behavior.” (Fleih and Abdul Majeed, 2005: p. 187)

“As for education, values are of special importance because the education process itself is a value process; Education cannot be upright except through a value system that is a fundamental pillar that guides educational work and makes it sound, self-retaining, and committed to achieving its goals (Al-Ani, 2014: p. 10)

Definition of educational values: It is a set of standards and principles that learners acquire to guide their behavior and practices in their social lives, in addition to employing them in issuing their value judgments on things, sayings, and actions in their daily lives. It is divided into values of belief, devotional values, personal values, social values, and national values (Al-Saleem, 2015: p. 605)

Educational institutions bear the great responsibility in establishing the value system among learners, so it is necessary to emphasize the need for clarity of the value judgments that any educational institution seeks to instill in its learners, and for these judgments to be an integral part of the institution’s vision and declared mission. The relationship between values and education is a closely related relationship, as values are goals and purposes that we seek to achieve, and education that implements these goals (... educational curricula include educational goals from values ...and trends, knowledge, processes, and skills; educational systems seek to raise their generations on them, through the educational curriculum, due to their importance in shaping the values, trends, and behaviors of individuals and groups... Therefore, when choosing the content of the educational curriculum, it is necessary to determine the value judgments that must be acquired by them. They acquire values through observation and imitation, and many learners accept the views of their parents or those interested in their environment, and the student may acquire some value as a result of the principles of education following the reward processes. (Al-Saleem, 2015: p. 602).

### **Second: The function of educational values**

On the individual level: The function of values is as follows:

- 1- They prepare individuals for specific and specific tests that determine their behavior, and in other words, they determine the form of responses they respond to, and thus play an important role in shaping the individual personality and determining its goals within a correct standard framework.
- 2- They give the individual the ability to perform what is required of him, and grant him the ability to adapt and adapt positively, and achieve his satisfaction with himself for his response to the group in its principles and correct beliefs.
- 3- They achieve for the individual a feeling and sense of security, as he uses them to confront his weakness and the various challenges he faces in his life.
- 4- They give individuals the opportunity to express themselves, affirming their self with a deep understanding of it and its capabilities.

5- They push the individual to improve his awareness and beliefs to clarify the vision before him, and thus help him understand the world around him, and also expand his frame of reference in understanding his life and relationships.

6- It works to reform the individual morally and psychologically, and directs him towards goodness, benevolence, and duty.

7- It works to control the individual, and control his desires and ambitions so that they do not overcome his mind and conscience; because it links his actions and behavior to standards and rulings in light of which he acts and according to their guidance.

B- On the social level, the function of values is as follows:

1- It preserves the cohesion of society and determines its life goals, its ideals, and its fixed and stable principles that preserve this cohesion and the stability necessary for practicing a sound social life.

2- It works to help society confront the changes that occur in it by determining the correct choices that make people's lives easier, and preserve the stability of societies, and their entity within a unified framework.

3- It links the parts of society's culture together so that they appear organized and harmonious, and it also works to give social systems a rational basis that becomes a belief in the minds of the members of that society who belong to this culture.

4- It protects society from excessive selfishness as well as reckless tendencies and desires, as it prompts individuals to think of their actions as attempts to reach goals that are ends in themselves, instead of looking at them as mere actions to satisfy desires and lusts. Therefore, the values and ideals in any group are the goal that all its members seek to reach, and the ideal in Islamic society is God Almighty, and His method that He has defined for people.

5- It provides society with its individuals with the formula by which it deals with the world, and it also defines for it the goals and justifications for its existence, and thus it behaves in light of it, and determines the behaviors of individuals. (Hijazi, 2015: pp. 13-14)

### **Third: Classification of values**

Values are classified into different classifications as explained by (Hijazi, 2015), including on the basis of content, which are as follows:

A- On the basis of content, which are theoretical values, economic values, aesthetic values, social values, political values, and religious values.

B- On the basis of intent, which are instrumental values and final values.

C- On the basis of intensity, which are binding values, differential values, and ideal values.

D- On the basis of clarity, there are apparent values and implicit values.

C- On the basis of permanence, there are transient values and permanent values.

H- On the basis of generality, which are general values and specific values. (Hijazi, 2015: pp. 14-18).

### **Fourth: Previous studies**

- (Al-Ajili's study 1985 AD: (Al-Ajili's study aimed to know the values included in literature books and texts for the secondary stage and compare them with each other in seven Arab countries. The research sample included reading books for the general secondary stage in the Arab countries) Iraq, Kuwait, Saudi Arabia, Egypt, Qatar, Tunisia, Jordan (. The size of the research sample was (52) topics containing 431 pages and constituted 25% of the total sample. The researcher used the well-known (White weight) classification after making some modifications to it that were appropriate for the study. She also used



the idea as a unit for analyzing books, and repetition as a unit for enumeration. The results reached that the value of religion that falls within the moral group occupied the first place, while the value of purity occupied the lowest place.

- (Al-Khalidah and Al-Shuha's study, 2005 AD): (One of the studies that aimed to identify the educational values included in the Islamic education books prescribed for the basic stage in Jordan, the study community consisted of Islamic education books for the seventh, ninth, tenth grades, The study sample was the study community itself. The researchers analyzed the content of the books, adopting the sentence as the unit of analysis for the tool. The results showed that the moral field obtained first place out of all the fields, followed by the devotional field, then the doctrinal field, then the transactional field, and finally the social field came in fifth place. - (Shafiq's study, 2001 AD): (Shafiq's study aimed to analyze the values included in history books for the preparatory stage in Iraq, and the study sample amounted to 599 pages and the number of prevailing values was 13 values starting with the value of "control" and ending with the value of "integration into the group", while the non-prevailing values amounted to 30 values starting with the value of justice and ending with the value of excitement, and the results of the study showed a lack of focus on social values, human, faith and personal values despite the emphasis on the objectives of teaching history for the preparatory stage. The researcher used the content analysis method and used the idea as the unit of analysis, and repetition was the unit of enumeration.

- (Ashour's study, 1990): (The study prepared by Ashour aimed to study the social values in reading books for students in the first four grades in Jordan, and this study contributed to identifying the social values in reading books for students in the first four grades. For this purpose, the content analysis method was used, and the sentence was the unit of analysis, and the analysis was according to a classification of values prepared by the researcher, and the results reached by the study were the presence of randomness Note on the distribution of values in reading lessons, religious and human values did not receive much attention. In addition to the lack of a specific system prepared when distributing social values.

#### **Fifth: Discussion of previous studies**

Through the presentation and induction of previous studies and their analysis, the researcher reached a set of indicators, which are:

Previous studies were conducted in a number of countries, including Iraq, Jordan, Egypt, and the current study was conducted -

in Iraq.

Previous studies aimed to study social values in literature books and texts, and another study aimed to know the values included in reading books, as in Al-Ajili's study. As for Shafiq's study, it aimed to study the analysis of values included in history books for the preparatory stage. As for Al-Khalidah and Al-Shawha's study, the study aimed to identify educational values in Islamic education books for the basic stage. As for the current study, it aimed to cognitively evaluate Arabic language teachers in revealing the educational values included in reading books for the primary stage.

Most of the previous studies relied on content analysis. Al-Ajili and Shafiq's study relied on "the idea as a unit for analyzing books and repetition is considered a unit for enumeration." Ashour, Al-Khalidah, and Al-Shuha's study relied on "the sentence as a unit for analysis, repetition as a unit for sentence, and repetition as a unit for enumeration." As for the current study, it relied on the questionnaire as a tool for analysis.

As for the distribution of values, the studies varied in the results they reached. Some of them concluded that the values are distributed randomly and need to be reconsidered in their arrangement, some focused on the moral field, and some neglected religious and human values. The current study concluded that most Arabic language teachers need to focus on a set of skills that emphasize clarifying values.

### **Research Methodology and its Audacity**

#### **First: Research Community:**

The current research community was determined for Arabic language teachers for the secondary stage of the schools of the Najaf Governorate Center affiliated to the Najaf Governorate Education Directorate in the Republic of Iraq, numbering (120) schools.

#### **Second: Research Sample:**

The researcher chose the research sample from the original community randomly, which numbered (40) schools.

#### **Third: Research Methodology:**

The researcher used the descriptive analytical method to reach the results that the study aims for.

#### **Fourth: Research Tool:**

The researcher used (the questionnaire) as a research tool to collect, classify and analyze data, which is what is required The nature of the research. It is as in Appendix (1)

#### **Fifth: Research procedures:**

The researcher prepared a questionnaire to evaluate Arabic language teachers in revealing the educational values included in literature books and texts for the fourth literary grade, as it consists of (20) paragraphs as in Appendix (1), as it was obtained through research literature and personal interviews with experts with specializations, as the researcher adopted the three-point Likert scale: (always, sometimes, rarely) and each response was given a certain degree to be processed statistically as follows: always (3) degrees, sometimes (2) degrees, rarely (1) degrees.

#### **Sixth: Validity:**

To achieve validity and ensure the validity of the paragraphs included in the questionnaire to measure what it was designed for, the researcher used the content validity method, as the questionnaire was presented to a group of arbitrators, as in Appendix (3), who provided written and oral comments, and accordingly some paragraphs of the questionnaire were modified.

#### **Seventh: Reliability:**

In order to calculate the reliability coefficient of the questionnaire to ensure its suitability for application, it was applied in a survey on a sample of secondary school Arabic language teachers, numbering (20) schools. Cronbach's alpha coefficient was calculated to measure the reliability of the research tool, as in the following table:

Table (1)

The value of the reliability coefficient of the questionnaire for evaluating secondary school Arabic language teachers



Cronbach's alpha reliability coefficient	Questionnaire
88 ,65	Arabic language teachers

We note that the stability coefficient of the questionnaire for Arabic language teachers for the secondary stage is (65,88), which indicates that the study tool is valid for application.

After applying it to the sample members, the data was unloaded on the statistical program spss, then these data were analyzed and discussed.

Eighth: Statistical methods:

The researcher used the statistical bag (SPSS) to extract the research results.

Chapter Four

**First: Presentation and discussion of the results**

After the researcher verified the research results, and in order to achieve the goal of the research, which is the cognitive evaluation of Arabic language teachers in revealing the values included in the literature and texts book for the secondary stage, and to reach more accurate, comprehensive and representative results, the researcher directed the questionnaire to the main research sample of (40) schools in the Arabic language, and reached the following results:

The table shows the results of the research and the peak of each paragraph of the paragraphs related to the cognitive evaluation of Arabic language teachers in revealing the educational values included in the literature and texts book for the fourth literary grade

Paragraph Rank	Percentage	Standard Deviation	Arithmetic Mean	Paragraph	N.
1	74.16%	0.62	2.23	Defines the places where a value is emphasized in the lesson topic	3
2	72.50%	0.68	2.18	Measuring the real and hypothetical positions of values	16
3	71.7%	0.66	2.15	Clarifies to learners the value of each study topic	1

4	71.7%	0.70	2.15	Distinguishes each value for learners from the other	2
5	70%	0.67	2.10	Expands the positions of showing value among learners	19
6	70%	0.74	2.10	Linking the image and content to define values	20
7	69.16%	0.69	2.08	Ask learners to identify the values in the lesson topic as a preliminary position for them	17
8	68.30%	0.71	2.05	Classifies the value into the field to which it belongs	4
9	68.30%	0.64	2.05	Presents dramatic scenes that embody the value for learners	6
10	68.30%	0.71	2.05	Uses technical means to clarify it	7
11	67.50%	0.73	2.03	Linking the image and content to define values	18
12	66.60%	0.68	2.00	Uses models and live examples to instill them in learners	5
13	65.80%	0.62	1.98	Ask learners to write a literary composition or express values	15

14	65%	0.71	1.95	Compare between activating values or not	14
15	63.30%	0.59	1.90	Providing examples that are appropriate for the age group of learners	13
16	62.50%	0.61	1.88	Stating the benefit that is reflected in them	12
17	62.30%	0.57	1.87	Evoking values among learners through questions	10
18	61.60%	0.66	1.85	Taking learners logically to realize them	11
19	60%	0.65	1.80	Generalizes the use of value from the educational situation	8
20	59.16%	0.70	1.78	Links the value to the reality of the society in which the learner lives	9

The arrangement of the paragraph in this way, as shown by the statistical method, is due to the availability of the main method, which is the school book, which is mainly relied upon in presenting the topics that include values. It is also due to the availability of measurement methods, such as oral questions and monthly and daily tests, through which we can obtain a specific judgment to understand the topic and its purpose in an intuitive, frequent and familiar way. It is also due to the direct method in presenting the purpose of the academic topic. The results table indicates a weak cognitive level of Arabic language teachers in revealing the educational values included in the literature and texts book for the fourth literary grade, as the percentages are limited between an arithmetic mean (2.23) and a standard deviation (0.62) for the paragraph that includes (the places of emphasis on a value in the lesson topic) and a percentage (74.16%) and between the lowest paragraph, which represents the last paragraph (links the value to the reality of the society in which the learner lives) which came with an arithmetic mean (1.78) and a standard deviation (0.70) and a percentage (59.16%), and this means that Arabic language teachers rely mainly on the main available means and do not resort to other skills in revealing the educational values included in the textbook.

**Second: Conclusions:**

- 1- The researcher concluded that focusing on the content from a cognitive perspective is more than focusing on it as a goal for a specific value.
- 2- The researcher concluded that values can be dealt with directly without relying on the cognitive dimension based on conveying knowledge to learners, meaning that they are not deductive.

**Third: Recommendations**

Through the research results and conclusions, the researcher recommends:

- 1- Providing appropriate training opportunities for Arabic language teachers who teach literature and texts books, on how to focus on values and convey them to learners in various ways that ensure this.
- 2- Holding specialized and intensive courses to provide teachers with the skills of designing educational materials and using various means and employing them in a way that makes educational values the goal of the study topics

**Fourth: Suggestions:**

- 1- Conducting another study related to this topic that helps diagnose other turning points that have an impact on the teaching and learning process from the learners' point of view in order to overcome them.
- 2- Conducting a study on the efficiency of teachers in their dealings and employment in extracting and knowing each of the values included in the book of literature and texts.
- 3- The researcher suggests that the results of this study be taken into account to judge the learners' ability to develop them and provide them with the skills that are capable of achieving the research goal.

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