

Research Article

## **Analyzing The Moral Implications Of Arabic Reading Topics For The Three Upper Stages Of The Primary School In Conversational Skills Development**

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### **Abstract**

The current research aims to know the availability of moral contents in the subjects of Arabic reading for the upper three grades of the primary stage, and the extent to which they develop conversational skills and reach the link of moral contents and conversational skills. Al-Mahaweel (1642) female students in (32) primary schools, the researchers chose the research sample (Arabic reading topics) and (20%) of the total community of female students. An observation form for the five conversational skills (the intellectual side skills, the linguistic side skills, the vocal side skills, the physical side skills, the personal side skills) to find the relationship between moral implications and conversational skills. The existence of moral implications in varying proportions in the subjects of reading for the three upper grades of the primary stage, and this is what calls those in charge of the study curricula to Primary journey of interest in it - the study also proved that there is a positive relationship between moral implications and conversational skills.

**Keywords:** - Analysis, moral implications, Arabic language topics, the upper three grades, the primary stage, development, skills, conversational skills.

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## Introduction

Language is a way to achieve education's aim, since it is a technique of communicating between the individual and his/her community and has importance to influence human activity in labor, hard work and entertainment. Moreover, it is important to transmit knowledge, ideas and experiences that the person directly or indirectly acquires. (Abdul-Hadi et al , 2005 ).

Ethical values are one of the most important basic concepts of life and are associated in all its forms to human relationships. They are one of the essential life necessities, which we find in every developed or developing societies, instilled in the soul of every individual. they appear consciously or unconsciously, in different situations with others, and these values cannot be imposed, but individuals acquire them automatically from society, and it has multiple sources in societies that may be from friends, school, home or religious institutions, and these values have Significant and noticeable impact on the progress and development of societies. It is preferable for society's members to unify around their principles so that the society's unity overcomes over division and disintegration, increasing society's strength and the cohesion of its members in order to attain their common goals. (Al-Saadi, 2013)

**Research problem:** - It is no secret that Iraq's moral system has recently been deteriorating in dangerous directions, with negative consequences manifesting themselves in individual behavior and the unity of his social entity, necessitating scientific studies and serious steps to advance the reality of the Iraqi individual, who has begun to deteriorate morally. Educationally, and attempting to correct what can be corrected in this direction, generally the moral consciousness and social duty that he bears in order to fully and subjectively understand what he must do about himself and others. (Trad, 2019)

It is no exaggeration to say that many problems of society are based primarily on moral problems, since everything we experience of intolerance, neglect, violence, corruption, exploitation and behavioral deviation in different areas expresses the existence of a moral crisis caused by the retrospection of moral development. (Al-Maamouri, 2010)

Our schools still rely greatly on memorization and preservation to their teaching of moral values, without going beyond that to the practice and work stage which for the students loses those moral values which are important. We also note that teachers constantly mourn that their students lack moral values, and that the material aspect in this era overshadowed much the spiritual aspect because the balance between these two aspects has become disturbed and that the celestial values,

and the Islamic religion, in particular, offer a solution to what can be considered successful. (Al-Jubouri, 2018)

This problem did not lie exclusively with Iraq, but also with other Arab countries, such as the (Caliph DT) study, which stressed a broad decline of the moral content in Arabic-language books, in particular in the first 3 levels of the primary phase in the Arab Gulf countries in general, with their progressive rise. In addition to the importance of this stage in instilling high moral values and its role in skill development, the more progress the student progresses and moves to a later level. (Al- Caliph, D. T)

The researcher found that despite the weakness of the problem of moral effects in the high school grades, most teachers of the Arabic language overlook the sublime moral values contained in their subjects and concentrate their concerns mostly on the educational objectives of their subject, with the pretext that education teachers are required to do so. Forgetting the value of the Arabic language in other subjects, as Hafez Ibrahim describes it as a hidden trust:

I am the sea in its guts, the pearl is latent, so did they ask the diver about my shells? (Amin and others, 1987)

Currently, education programmes, including the enormous explosion of knowledge in all field and the Technological Revolution depending on advanced scientific knowledge and the best use of information, modern issues and problems, should take these challenges into account and address them in preparation for curricula. Therefore experts and curricular designers should take these challenges into consideration and address them when preparing curricula for the students who can keep pace with and absorb the quick progress in their specialized fields, by developing their skills in understanding and logical analysis and using existing sources of teaching knowledge (Al-Sherbiny and Effat, 2011). On the other hand, it is limited to the development of conversational skills among students from the top level of the primary school, such as the weakness of Arabic language programs, the lack of environmental and social benefits to enhance the process of education, and the low degree of adaptation to their needs and development in the life fields, social, economic, cultural and the process in the countries of the world leads to poor training for students. (Zayer and Samaa,2013)

In general and conversational skills in particular. Given the seriousness of this stage, the researcher has produced an open questionnaire which she has submitted to a number of teachers of the Arabic language and her teachers and to ensure that there is a weak moral contents for the upper grades of the primary school (fourth and fifth and sixth grades) and that the readers of these books are weakened. Based on this, in view of the development of dialog skills because of their influence on the moral implication of the reading material and their conversational skills in conflict with problems facing the students, the researcher decided to analyze the moral implications of the Arabic reading subjects of the three upper classes.

**Research Objectives:** - The research aims to: (Analysis of Arabic reading topics' ethical implications for three primary classes with regard to their development of conversation skills)

To achieve the research objective, the researcher formulated the following questions:

- 1- What are the necessary moral implications for the (fourth, fifth, sixth) classes of primary school?
- 2- What is the availability of moral contents in Arabic reading books for the three classes (fourth, fifth, sixth) of primary school?
- 3- What are the conversational skills needed for grades (fourth, fifth, sixth) of primary school?
- 4- What is the relationship between the moral implications in the development of students' conversational skills in the three upper classes of the primary stage?

**Research limits:** The current research is determined by the following:

- 1- Time limits: the academic year (2020-2021 AD).
- 2- position limits: Iraq / Babylon / some primary schools (for girls) in Al-Mahaweel Region.
- 3- Knowledge limits: Arabic reading books for the fourth, fifth and sixth classes, approved by the Ministry of Education / General Directorate of Curricula, 12th edition, 2019.
- 4- Human limits: a sample of primary school students for the three upper classes of the primary school.

### **: - Theoretical background**

- 1- **Moral contents (concept and importance):** A series of virtues and vices possessed by an individual and a society can be divided into two parts (good and bad). The good parts are the different kinds of virtues, such as noble qualities and good activities, while the bad parts are that

they bring together qualities and pathetic activities in their content. (Hassan, 2014). It is defined as an individual set of standards and principles that come from the Islamic religion and it is accepted in society because it brings them various material or moral achievements. (Al-Jubouri, 2018).

Ethics education has rarely been addressed directly and clearly, and this does not mean that education is totally neglected. Elementary, demonstrated by the fact that it does not separate from other topics in the planning, implementation and evaluation of the lecture of the teacher.

We see that the teacher plans on such issues as a cognitive lesson based on memorisation, listening and understanding without considering the issues as the subject of behavioral value. (Al-Rashdan and Al-Jainaini, 1994: 81), Including: (honesty, mastering work and performing duty, choosing the appropriate friend, cooperating with others, unselfishness and generosity, helping and respecting others, respecting neighbors and knowing their rights, honoring parents, obeying them and being kind to them, preserving courageous public properties sacrifice, integrity and sincerity, humility with others, adherence to food etiquette, commitment to road etiquette, commitment to etiquette of speech and truthfulness of speech, love and preservation of nature and tolerance).

**The importance of moral content and conversational skills in the primary stage can be highlighted as follows :-**

Because school books and particularly Arabic reading are of importance, the book must contain moral contents, as they form the basis for forming a personality and building up the learner's behavioral, linguistic and moral abilities, thus enabling students to acquire good moral values without a solid language and positive behaviour. This integrated growth allows students to learn in the next stages on the basic education and the content deriving from Islamic teachings with its original sources represented by the holy Qur'aan and the prophetic hadiths, as well as the main moral contents that could be obtained from Arabic books at elementary (4th, 5th, 6th) classes. (Al-Caliph, D. T).

Our greatest example, a role model with good moralism and the best teacher, was the Messenger of God, peace and blessings be on him. "And you are of great character," said the Almighty in his dear book. (Pen, 4). The importance of research is another aspect of the value of dialog and its civilized and human value. Dialog establishes an interaction between the students, the teacher, the teacher and the curriculum. Conversation must reach out to reveal the truth, particularly if it is lacking, since it is a significant way of building a person's personality. It is a

social personality, and conversation is the way to build a spirit of competitiveness among students, to encourage them to engage in scientific debates as well as to build in them the spirit and the spirit of group cooperation, to keep them away from their selfishness and self-love and to instill in them a spirit of intimacy and love. (Khalaf Allah, 1998)

The relationship between moral implications and conversational skills: - The moral and conversational skills are closely linked to the importance of virtuous values and ethics that both the interlocutor and the recipient have to possess. In addition Calmness which reflects the personality of the speaker and depends on reducing the voice in which etiquette with God and with people, self confidence and confidence in the truth and strength of the speech are founded, is considered as the interlocutor's greatest characteristic. It is the basis upon which the dialog is based. And humility is the main way to acquire knowledge and reach the goal of the right in words and actions.

Honesty as well (one of the most important characteristics of the interlocutor is that he is honest, the honest is honored and respected, and people are keen on his company, listening to his dialogue, and enlightening his opinion). Fairness: the righteous person has nothing but the truth, for it is a sign of goodness, a great mind, calmness of mind and a broad horizon and accepts the truth from anyone and anyone. (Mercy to the opponent, as this is one of the most significant aspects to be taken into account in the dialog process. The speaker must have compassion and mercy for the interlocutors, not to pursue errors and desire them guidance and guidance. Be kind to people and avoid shyness: it's not dishonorable to feel embarrassed and turbulent when confronting others that are different from shyness and tightness.

## **Second: - Previous studies**

### **Analysis study:-**

- Abbas study (2009): entitled "Analysis of the content of Arabic reading books for the primary stage in the light of moral values. The researcher followed the descriptive approach in his research procedures, to identify the moral values included in Arabic reading books for the primary stage, and the research community was Arabic reading books for the primary stage, As for the sample, it is (307) pages of Arabic reading books. The questionnaire and the method of personal interviews with experts were used, and repetitions and percentages were adopted, and stability was confirmed in the form of agreement between him and another researcher, and between the researcher and

himself, in which he concluded that the highest percentage of repetitions is in a class book Sixth and gradually descending to the first row (Abbas, 2009)

### **Studying the ethical implications**

- Al-Jubouri study (2018): The title of the study is “the ethical implications in the book of literature and texts for the fourth literary grade (analytical study).” In its investigation procedures the researchers took the descriptive approach to analyze the content of the book which is the correct method for conducting the study ( The topics of the book of literature and texts, which contains twenty-nine study units). To determine the included values and analyze the content of the book, and to achieve the study's goal, He found that the book of the literature and the texts contain many moral values of different proportions and neglected many of the values that could be appropriate in the present stage. The researchers had managed to reach the most important moral values to be found in the book.

- Al- Caliph Study (D. T): entitled “An Analytical Study of the Moral Contents in the Arabic Language Books in the First Three Grades of the Primary School in the Arab Gulf Countries.” In the analysis of books, the investigator followed a descriptive approach and his research consisted of arabic books for the six Arab Gulf states (Emirates, Bahrain, Kovaiti, Saudi Arabia, Oman and Qatar), and his researchers used the questionnaire as a tool for research. These contents vary in proportions and repetitions between phases.

### **Conversational skills studies**

- Al-Hujaili study (2010): entitled “The role of the teacher in developing dialogue skills among primary school students in Madinah.” In preparing his research, the researchers adopted a descriptive and deductive approach. As a research and data collection mechanism, the researcher acquires thirty competencies for primary school students, and the teacher plays a major role in their development with the weak role of a teacher outside the school, particularly in the classroom.

- Al-Subhi study (2012): the title of his study is “The Effectiveness of a Suggested Training Program in Developing Some Dialogue Skills for Middle School Students.” In previous research and studies on dialogue, the researcher adopted the descriptive approach. Saudi Arabia's second intermediate grade in Badr. The researcher developed a questionnaire to assess dialogue skills and a note card to assess dialogue skills of second-year students, and the researcher discovered statistically significant differences at the level (0.05) in favor of the dimensional measurement in

the effect of presenting the proposed training program in Developing some dialogue skills, developing dialogue skills.

**Research Procedures:** The two researchers used the descriptive approach, which is one of the scientific research methods applied in educational and psychological sciences. (Al-Mahmoudi, 2019)

**Research community:** The research community consists of: 1- The knowledge society, which is the subjects of Arabic reading for the three upper stages of the primary school. 2- As for the human community, it consists of the female of the three upper classes of the primary school.

**Research sample:** The research sample is found to be part of the virtual community, because it is included in the reading topics for the previously analyzed three levels in the Arabic textbooks. And that 20% of the total schools and 20% of the number of female students were selected for the sample.

**Research tools:** The two researchers decided that the research tool should be a preliminary questionnaire to reach the most important ethical implications, and to present it to a number of experts and specialists with experience and expertise in order to reach the most important ethical implications appropriate for the age stage to produce the questionnaire in its final form. The other tool is the observation card used to note the most important conversational skills possessed by primary school students.

**The validity of the tool:**

1- **The validity of the questionnaire:** The validity of the used tool is the most important thing that the researcher aspires to in developing and selecting the tool or tools that fit his research; Because its purpose is to obtain information and data that serve the purpose of the research. (Al-Qawasmeh et al, 2012). The two researchers presented the questionnaire to a group of experts and specialists in the Arabic language and its teaching methods to verify the validity of the tool and the appropriateness of its content for the age group of the students. It means that the results obtained are the same if the same tool was applied to the study sample, and under the same conditions again after a specific period of time ( Attia, 2009)

The two researchers used two methods to ensure the stability of the tool: The first method: consistency over time: provided that the researcher analyzes the sample of the material under study, then leaves it for a period of time that may reach two weeks or more, and the length of time depends on the type of study variables. (Bahri, 2012) and the reliability ratio was (86%) and the



other method: agreement between independent analysts: the researcher seeks to agree with another analyst to analyze the same sample, and extract the coefficient of agreement between them. Studies indicate that the reliability coefficient is accepted at 80% or more, and thus, Stability is the occurrence of agreement between the results of the analysis for more than one researcher for the same categories of material analysis. (Al-Dulaimi and Ali, 2014) The percentage of agreement was (95%), which is an acceptable percentage in educational research.

**2- Observation:** - The validity of the tool: One of the obvious manifestations of knowing the validity of the observation is the predictive power based on certain criteria, but the difficulty of finding such criteria to compare the results of the observation is a problem in itself, so it is possible to rely on the validity of the observation construction as a measure of validity. The two researchers adopted the construction validity after obtaining the approval and support of a number of specialized experts.

**Tool stability:** The process of measuring the stability of the observation is easier than measuring its validity, because the process of arriving at the stability is to find the differences between the two observers, or to find the percentage of agreement between two or more observers. (Al-Nuaimi et al, 2015)

**Chapter Four:** The results of the study and recommendations

Results: The two researchers reached the following results:

- 1- The weak availability of moral contents in Arabic language topics for the three upper grades of the primary stage.
- 2- The disparity in the distribution of moral contents in the subjects between one class and another.
- 3- Positive results from developing conversational skills by establishing Moral implications for primary school students

**Recommendations:** 1- The necessity of including the subjects of Arabic reading of the moral contents in a manner that is appropriate for each age stage, and the interest of the authors of the school curricula in it.

2- Emphasis on the importance of morals and their display of morals for primary school students, and the necessity of allocating a weekly class for that.

3- Paying attention to and developing conversational skills by the teacher; Because of its great role in building the personality of students in all stages.

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