

Research Article

**Evaluation of the Arabic language book for the fourth grade of middle school in light of the principles of self-learning**

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**Abstract**

The current research aims to evaluate the Arabic language book for the fourth preparatory grade in the light of the principles of self-learning. To achieve this goal, the researchers referred to the literature and previous studies that dealt with self-learning, so they prepared the main principles of self-learning (15) principles, and then presented them to the expert arbitrators. (3) Principles that did not reach an agreement rate of (80%), and two principles were combined with the proposals of the arbitrators. The number of principles is (11) principles in the final form, and they derived (44) sub-indicators for them, and then presented them to experts specialized in the Arabic language and Arabic language teaching methods and curricula, in order to express their opinions and observations on them. (3) Indicators that did not reach the percentage of agreement (80%) and were deleted merging, modifying, dismantling, transferring and adding some indicators, until the research tool was completed and they reached the final picture of the (56) self-learning indicators distributed over (11) main principles: (The book helps students with self-direction), (The book takes into account individual differences when Students), (the content of the book is compatible with the students' tendencies), (the book helps students to master learning), (the content of the book determines the students' previous experiences), (includes topics that help students to diversify in learning resources and methods), (the book includes topics that increase of students' motivation to learn), (increases. The content of the book is about students' positivity and their active participation in the learning process), (the book takes into account the physical and mental biological readiness that is related to students' growth), (the book includes questions that develop students' feedback), (the book includes topics that help identify the strengths of students to strengthen them) and weaknesses to address them, and on the continuity and comprehensiveness of the evaluation).

**Keywords:** Evaluation of the Arabic language book for the fourth preparatory grade in the light of the principles of self-learning.

**Introduction**

Then the researchers proceeded to evaluate the Arabic language book in light of the principles of self-learning, using the content analysis method, and to ensure the stability of the analysis, the researchers used two methods, the first is a sample of the Arabic language book from other

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analysts, and the second method is by re-analysis between one of the researchers and himself after a period of time of (21) a day; Using Holste's equation,

The reliability coefficient between a researcher and the first analyst was (0.87), between the researcher and the other analyst (0.84) and between one researcher and himself (0.91), and for the purpose of extracting the results, the researcher used the frequencies and percentages of the principles and compared them with the percentage of the arithmetic mean of the principles, in order to find out The extent of their achievement, and the results of the study resulted in the extent to which the first, second, fourth, fifth, sixth, seventh principle were achieved, and the third, eighth, ninth, tenth, and eleventh principles were achieved. In the Arabic language book in varying proportions.

First: Conclusions: In light of the research results, the researchers concluded the following:

- 1- That (6) principles have been achieved and (5) principles that have not been realized.
- 2- The sub-indicators of the principles of self-learning were achieved in a different way between the topics of the book.

Second: Recommendations: In light of these results and conclusions, the researchers recommended the following:

- 1- Adopting the principles of self-learning in developing the Arabic language book.
- 2- Adopting the principles of self-learning in the teaching methods buildings, or educational training programs for teaching the Arabic language.

#### Chapter One: Introduction to Research

First: the research problem

A textbook cannot be of high quality unless it is subject to a process of continuous development and improvement that does not stop at a specific limit, or a period of time. Rather, it is a continuous process that keeps pace with the changes and developments that occur in the life of society and students, as well as changes in the curriculum in politics that affect the type of educational policy that The state adopts it and the curriculum is built in its light, and in general, there are many reasons for developing textbooks, reconsidering their content, and designing them from time to time (Al-Mousawi, Raed, 2020: 141-142), including the increasing knowledge expansion in the scientific and cognitive fields Therefore, you find it difficult for the teacher to provide students with all the sciences and experiences, which calls us to continue learning with a kind of learning outside the school walls, which is self-learning (Al-Saadi and Raed, 2020:13). Ahead of the difficult global health situation witnessed by the world in general and Iraq in particular, and the urgent need for self-learning, which is the real solution in light of this real problem that everyone is sensitive to, and this was confirmed by many previous studies and literature on the need Evaluating the textbook, and choosing topics that encourage students to self-learn, such as a study (Al-Husseini: 2020) and what the researcher noticed from some way

It was presented that the problem is confined to the educational process, which so far considers the scientific material or the textbook as the Arabic language book is the focus of the educational process, not the students, with the book not taking into account the individual differences

## **Evaluation of the Arabic language book for the fourth grade of middle school in light of the principles of self-learning**

between students with a difference in their characteristics, inclinations, abilities, speed of learning and their ability to solve The problems they face during the educational process, in addition to that, the textbook alone cannot cope with the huge scientific leaps that the world is witnessing today, so the researchers decided to get to know the Arabic language book in light of the principles of self-learning through the evaluation process that the researcher will use for the Arabic language book.

The main question of the current research problem is:

What is the availability of the principles of self-learning in the Arabic language book for the fourth preparatory grade?

research importance :

Different countries of the world compete with each other to raise the standards of their people in various walks of life, achieve pioneering positions in the path of contemporary human civilization, and strive to develop it. Thinkers have given the main and decisive role that education aspires to in the advancement of civilization, and the production of science and scholars (Ismail, 2011: 221). ).

Its importance lies in the fact that it is a major strategy for the whole world, and an important factor in economic development. It is an important factor in social development and the establishment of a correct democracy. It is a necessity for social cohesion in connecting students to prestigious social centers. The importance and value of education in the development of peoples and their social and economic development has emerged. And increasing its own capabilities to face the civilizational challenges it faces (Zayer and others, 2020: 29).

Teaching the Arabic language focuses on the development of the language, its productivity, and its practice in response to the requirements of life inside and outside educational institutions, and in order to go beyond the Arabic language curricula to all other subjects and continue to address them in order to expand reading outside the curricula, broaden and deepen the reading tendencies, both heritage and contemporary, and to savor its exploits and creativity with an emphasis on maximizing the returns Teaching in easy-to-read Standard Arabic to consolidate understanding and instillation of Arabic concepts and structures, with the adoption of the concept of self-learning through libraries and learning resource centers, and transcending paper culture to computer and Internet culture, believing in pluralism and diversity and freedom of thought and expression together, so that the classical Arabic language shines in the eyes of students and flows soundly through their pens And in their readings and conversations (Shehata and Marwan, 2012: 13-14).

The two researchers believe that the importance of the Arabic language lies in the fact that it is the language of the Noble Qur'an, which God Almighty revealed to our Noble Prophet Muhammad (may God bless him and his family and grant them peace), and this is the great honor, as well as the clear richness of the Arabic language with its vocabulary and meanings and good

Its composition, its incomparable eloquence, the beauty of its expression, and its active role in the educational process through students' mastery of it, and its use in teaching other educational and educational curricula.

The textbook is important, and that is why officials in the field of learning have given it special attention. To be an effective tool in the learning and teaching processes, and therefore the matter of continuous follow-up of the textbook and carrying out an evaluation and analytical process was very important, because these processes are among the important means of knowing the extent of its validity, quality and suitability for the needs of students and the local community (Hussain, 2019: 126).

The process of evaluating the curriculum is important in the information it provides about the effectiveness of the elements of the curriculum, its design, and the procedures for its implementation in achieving the goals for which it was set, because it is a continuous process that overlaps with all curriculum operations, implementation requirements and procedures, and in the light of its results, decisions are made regarding the development process, and judgments are made about The effectiveness of each process of the curriculum (Al-Rubaie, 2016: 277-278), and its importance in the accuracy of information about the strengths in the educational curriculum, and its enhancement to support and develop the positive aspect of the curriculum, highlighting weaknesses and providing essential solutions to address them and find alternatives to develop or modify them to serve The educational process and according to its material capabilities, keeping pace with the current technical and educational developments, and ensuring that educational goals are effectively achieved in a way that serves the curriculum (Al-Tamimi, 2018: 122).

The researchers believe that evaluation is of great and clear importance through the judgments it issues and the results that it achieves, whether in the curriculum, in the educational and educational process, or in all the course of public life, and the purpose of it is to develop and advance the thing that is intended to be evaluated. . . . .

In the past two decades, educational research has witnessed a major shift in its vision of the learning and teaching processes, the content of which is the shift from focusing on external factors that affect students' learning, such as: the teacher's variables (character, enthusiasm, reinforcement, etc.), the learning environment, the curriculum, and learning outcomes, And other factors, to focus on the internal factors that affect students (Zeitoun and Kamal, 2003: 17), as well as the opportunity for students to participate actively in aspects of the educational process relying on themselves, benefiting from educational alternatives and available educational technology (Bakri, 2016 : 61 ),

Therefore, self-learning is one of the effective methods in taking into account the individual differences between students. They differ in their abilities to learn, their interests and motivation to learn, as well as their level of achievement and previous experiences. Therefore, self-learning in which students decide when to start, when to finish, and which means and alternatives to choose, and they Those responsible for their learning, the results they achieve and the decisions they make (Al-Sherbiny and Effat, 2011: 32).

Self-learning was and still receives great attention from psychologists and education as the best learning method, because it achieves for all students a learning that is compatible with their

## **Evaluation of the Arabic language book for the fourth grade of middle school in light of the principles of self-learning**

abilities and their own speed of learning, and depends on students' motivation to learn, and students take a positive role in Learning, accustoming students to the responsibility of self-education, and training students to solve problems, and since the world is witnessing a constantly evolving knowledge explosion that learning systems and methods cannot absorb, which necessitates the existence of a strategy that enables students to master self-learning skills, so that learning will continue with them outside school for life (Toma, 2011: 35-36).

Third: Research Objective: The current research aims to evaluate the Arabic language book for the fourth preparatory grade in the light of the principles of self-learning.

Fourth: The limits of the research: The first and second parts of the Arabic language book, approved by the Ministry of Education, and to be taught to fourth-grade preparatory and secondary students in Iraq.

Fifth: Defining Terms:

1- Calendar:

A- Linguistically: "I established the thing and made it upright, so it stood in the sense of being upright." He said: "The uprightness is the moderation of the thing and its level, and the uprightness is just." The Almighty said: "And there was standing between that" (Surat Al-Furqan / Verse 67) (Ibn Manzur, 1999, Part 11: 356).

b- (Elias and Salwa) defined it as: "It is about issuing a judgment on ideas, actions, teaching methods, materials and other various educational matters, and evaluation in this case requires the use of criteria and criteria, in order to evaluate the accuracy and effectiveness of matters" (Salwa, Elias, 2015: 363).

2- The textbook:

A- Linguistically: it is "what is written in it, and it was said that the newspaper and the dowry" (Ibn Manzur, 1999, Part 12: 23).

b- Idiomatically: defined by:

- (Maree and Muhammad) that: "It is a holistic system that deals with the content element of the curriculum, and it includes several elements: objectives, content, activities, and evaluation, and aims to help teachers of students in a class and in a particular subject to achieve the desired goals as defined by the curriculum" (Maree, and Muhammad, 2009: 351).

3- Arabic language:

A- Linguistically: it is: "Language in speech is cancelled, and some of them say it is canceled, and it is canceled by language, and it is linguistic that cancels out by language: speak, and language is tongue, and it is a verb from ghaut i.e. you spoke" (Ibn Manzur, 1999, c. 12: 300).

b- Idiomatically: define it:

- (Al-Samouk and Huda) as: "a symbolic phonetic system with specific contents agreed upon by a certain group, and used by its members in thinking, expression and communication between them" (Al-Samouk and Huda, 2003: 24).

- The researchers defined the Arabic language procedurally as a systematic book that includes topics

Variety in the Arabic language (grammatical, morphological, semantic, literary, and rhetorical) to be taught for the fourth preparatory grade, second edition, from the General Directorate of Educational Curricula, for the year 1442 AH - 2020 AD.

#### 4- Principles:

A- Linguistically: “The principle of a thing is its basic rules on which it is based, its beginning and its substance from which it is formed, (the nucleus is the principle of the palm), (the letters are the principle of speech), the principles of science or art are its basic rules on which it is based and does not depart from it” (Omar, 2008, c 1: 168).

#### b- Idiomatically:

- (Al-Hashimi and Mohsen) that: “a generalization formulated in one or several declarative sentences expressing the existence of a relationship, and it can be classified in general, and it can be deduced by generalization from special cases, facts for example” (Al-Hashemi, Mohsen, b, 2009: 43).

#### 5- Self-learning:

Idiomatically: known by:

A- (Badir) as: “the ability to solve problems, the ability to sense general things, appropriateness in learning, familiarity with sources of knowledge and the ability to use them, skill in organizing the situation and educational activities, recognition and bearing responsibility in the learning process, skill in following instructions and rules flexibly, solving problems and completing work Exerting effort and perseverance to learn new and complex things, self-confidence, self-understanding, and self-motivation in self-gratification” (Badir, 2008: 119).

B - Principles of procedural self-learning: the scale that the researcher relied on in evaluating the Arabic language book for the fourth preparatory grade.

#### Chapter Two: Theoretical aspects and previous studies:

First: theoretical aspects:

#### Calendar concept:

We have two words that indicate the value of a thing, they are evaluation and evaluation. The first is grammatically correct and more general, or it is intended by several meanings. It means a statement of the value of a thing, and it also means modifying or correcting what is crooked. He straightened the branch, so this means that he corrected it and corrected it, that is, made it straight. Evaluation has other uses, such as chronological evaluation, country evaluation, and educational evaluation (Al-Khoury, 2008: 69), and evaluation is a systematic process that requires collecting objective and honest data from multiple sources using various tools in the light of specific objectives in order to arrive at quantitative estimates and descriptive evidence on which to base judgments, or Make appropriate decisions

## **Evaluation of the Arabic language book for the fourth grade of middle school in light of the principles of self-learning**

It is related to students, and there is no doubt that these decisions have a significant impact on the level of performance of students and their efficiency in carrying out certain tasks or tasks. Determining what students possess of functional skills, morals, and positive constructive behaviors, or taking the common interests of the group as a team that should work together for the good of society and its advancement. This narrow view focuses on what students have stored in their minds of specific information that no longer fits the current and future requirements of education and its changing needs in This century is characterized by the explosion of knowledge (The National Team for Evaluation, 2004: 5).

Textbook concept:

Despite the divergence of opinions about the textbook in the educational process and its plurality in the past and the present, it still attracts the attention of many researchers and educators as the mainstay on which students rely in learning, and the teacher in education, and a source that contributes greatly to providing students with experiences, skills, values and trends that they It contributes to preparing them for an integrated life by developing the thinking skills necessary to face various social, political and economic problems (Atiya, 2013: 313).

Some think that the curriculum is the textbook that students study in any subject for any grade, but the concept of the curriculum is different from the concept of the book, where the term book generally refers to: any printed document in the form of a folder consisting of several pages containing information, data, pictures and illustrations related to on a topic or field. The type of book varies according to its subject and objectives, and the category for which this book is presented (Yusuf, 2009: 14).

The concept of self-learning:

Self-learning has captured the attention of many men of education in our present age, given the increasing interest by researchers and theorists for individual differences among students, believing that the learner is a unique and distinguished individual, and that learning is an individual process. It refers to the current educational system based on the assumption that many students will fail or fail in their studies while (90%) of them can master the subject and succeed in it if they are not forced to proceed with their learning at a specific speed and in a specific way (Melhem, 2006: 425). Therefore, self-learning is one of the most urgent requirements in this era, and is characterized by rapid change, information revolution and cognitive development, and the idea of self-learning is based on the focus of the educational process around students, because they are the centerpiece, where students teach themselves by themselves.

And in the way they see fit, and in the time and place they want (Al-Azergawi, 2018: 196).

Second: The second axis: previous studies that dealt with evaluating the Arabic language book and self-learning:

1- Hussein's study (2019):

This study was conducted at the University of Baghdad, College of Education Ibn Al-Rushd for Human Sciences, which aimed to (evaluating the reading book for the third intermediate

grade according to the dimensions of sustainable development), by answering the following question:

What is the level of availability of the dimensions of sustainable development in the reading book for the third intermediate grade?

To answer this question, the researcher followed the descriptive analytical approach to analyze the content of the reading book for the third grade according to the dimensions of sustainable development to suit the nature of this research, as this research focuses on the investigation of a particular phenomenon or issue with the intention of diagnosing it, revealing its aspects, and determining the relationships between its elements, or between them and the phenomena Educational, psychological or social, and the current research is determined by the reading book for the third intermediate grade, which was identified by the researcher in the academic year (2017-2018), and to achieve the goal of the research, the researcher prepared a questionnaire for the indicators of sustainable development, in a way that suits the Iraqi educational environment, and after analyzing the reading book. For the third intermediate grade, the researcher reached the following results:

The results of the statistical analysis resulted in the availability of development dimensions in the reading book for the third intermediate grade, such as the social dimension, which ranked first with (82) recurrences, and at (82, 82%) as a percentage of the total number of recurrences, which amounted to (99) recurrences, while the economic dimension had He took the second place (42) with a percentage of (42,42) of the total number of iterations of (99) iterations, and the environmental dimension was in the third place with (26) iterations, and with a percentage of (26,26) of the total number of iterations of (99) iterations, In light of the research results, the researcher recommends the following:

A- Adopting the dimensions of sustainable development in building educational programs and textbooks for all levels of study.

B - The necessity of introducing Arabic language teachers to the dimensions and purpose of sustainable development.

## 2- Souad study (2016-2017):

Internet-based self-learning and its relationship to improving the academic level of the university student

A difference correlation study at the University of Dr. Moulay Taher Saida), this study aims to know the relationship between self-learning based on the Internet and the improvement of the student's scientific level (at Dr. Taher Saida University), and to know the differences in self-learning based on the Internet between gender and specialization. The researcher used the descriptive-analytical approach, and relied Two tools for data collection, namely, a questionnaire about self-learning based on the Internet and a questionnaire about improving the scientific level of university students using the Internet, were used statistical methods, percentages, frequencies, averages, standard deviations, and Pearson correlation coefficient to measure the general hypothesis, and a "t" test to measure The differences between the averages of two independent samples to measure the partial hypotheses, where the following was found:

## **Evaluation of the Arabic language book for the fourth grade of middle school in light of the principles of self-learning**

- There is a statistically significant correlation between self-learning based on the Internet and the improvement of the academic level of the university student.
- There are statistically significant differences in Internet-based self-learning due to the gender variable among the sample members.
- There are no statistically significant differences in Internet-based self-learning due to the specialization variable.

### **Chapter Three: Research Methodology and Procedures**

#### **First: Research Methodology:**

The researchers adopted the descriptive approach to evaluate the Arabic language book for the fourth preparatory grade in light of the principles of self-learning. The researcher used the method (content analysis) in the current research, because it is a scientific method that fits the nature of the research, and it is one of the forms of organized scientific analysis and interpretation to describe a specific phenomenon or problem, and depict it. Quantitatively by collecting codified data and information about the phenomenon or problem, categorizing and analyzing them and subjecting them to careful study (Sulaiman, 2014: 131). that make up the content of the Arabic language book.

Second: Research procedures: These include the following:

#### **1- Determining the research community and its sample:**

This step includes defining the research community and its sample, as the researchers should specify the community of their research and the field in which it is taking place, as well as defining the research sample. Fatima Nazem Mutashar, d. Abdel-Baqi Badr Nasser, d. Karim Abdel Hussein Hammoud, d. Abdul-Zahra is a customer of Hammoud, as the book consisted of two parts, the first part of (140) pages, the second part of (100) pages, and the total book of (240) pages in addition to the title pages of both parts.

#### **2- Search tool:**

One of the requirements of the current research is the research tool, and in order to achieve its goal, the researcher should have a tool in the light of which the Arabic language book for the fourth preparatory grade is based, by relying on the method of content analysis adopted in descriptive studies, and the tool consists of a set of principles of self-learning, The research tool is the means that the researcher uses to elicit or obtain the required information from the sources concerned in his research (Abbas, et al. 2014, :237).

Therefore, the two researchers prepared a list of the principles of self-learning that could be available in the Arabic language book for the fourth preparatory grade, by reviewing the previous literature related to the principles of self-learning, and reviewing the literature and educational books that dealt with self-learning, and in light of that a list was reached. The main principles of self-learning in its initial form, which consist of (15) main principles, annex (2). These principles were presented to arbitrators and specialists in curricula and methods of teaching Arabic, and (12) principles obtained an agreement rate of more than (80%). And (3) did not get a percentage of (80%), and some arbitrators referred to the merging of two principles to form one principle, so the final number reached (11) main principles Annex (3), and most of the

arbitrators referred to deriving sub-indicators of the main principles of self-learning, in order to It was adopted in the analysis of the Arabic language book, and to prepare the research tool, the researchers reviewed the literature and previous studies, then derived sub-indicators for the principles of self-learning, amounting to (44) indicators. The arbitrators selected (15) indicators, the percentage of agreement reached, so the number of the final sub-indicators reached (56) indicators, because there are (3) indicators that did not reach the percentage of agreement among the indicators (44).

### 3- The validity of the research tool:

It means the validity of the tool to measure what it was developed in order to measure and its validity in the attribute, or the attributes that the researchers want to measure. Validity means that the measure is valid to measure the phenomenon or attribute that is to be measured (Atiya, B. 2009: 108), and therefore honesty is important and necessary in the evaluation, which is Of the necessary conditions that are required to be available in the tool adopted by any study, and in order to verify the validity of the current research tool, as the researchers presented the main principles in its initial form, and then the researchers presented the main principles and sub-indicators, in order to ensure their apparent honesty, and the arbitrators made their observations about the tool,

The researchers took it by transferring, merging, modifying and adding other indicators as suggested by the arbitrators.

4- Method of analysis: It is known in the analysis process that the researchers adopted a unit of analysis and a unit of census, so the researchers used the unit of analysis (the idea or topic unit), and in the census unit (repetition).

### 5- Stability:

The good tool is characterized by stability, and stability is one of the essential important concepts in the measurement, and it means the stability of the test or the tool almost (Mahmoud, 2006: 150), and in order to achieve the objective condition, the researchers used two types of stability:

A- Stability through time: the researchers drew a random sample of (17%) from the Arabic language book to be analyzed, and the researchers analyzed it twice, between them, an interval of (21) days, between the two analyzes, the first analysis, and the second analysis, and the coefficient reached The agreement, or stability, between the two attempts of a researcher and himself over time for a period of (21) days (0.91), using the Holstey equation to calculate the stability.

B- Stability between analysts: The two researchers used external analysts (\*) (\*) to analyze a sample of the Arabic language book that the researcher analyzed, by following the same analysis rules and procedures that the researchers used, and the Holste equation was used to find the reliability coefficient, as it reached the coefficient of agreement, or stability. Between researchers and the first analyst, (0.84), the coefficient of agreement, or stability between researchers and the second analyst was (0.87), and the coefficient of agreement, or stability between the first analyst and the second analyst.

### Third: Statistical means:

**Evaluation of the Arabic language book for the fourth grade of middle school in light of the principles of self-learning**

The researchers used the following statistical and computational methods:

1- Percentage, as it is an arithmetic method for calculating the frequencies of indicators and frequencies ratios

$$\text{Percentage} = \frac{\text{Section}}{\text{All}} \times 100\%$$

2- Holstey's equation to find the reliability coefficient, which is:

2m

\_\_\_\_\_c.r Stability coefficient

N1+n2 (Ta'ima, 2004:22)

the fourth chapter

Presentation and interpretation of results

This chapter includes a presentation of the results reached by the researchers in their research and their interpretation, according to the steps shown in the following:

1. Giving each idea repeatedly. 2- The principles of self-learning were arranged in descending order with their percentages in Table (3).

3- Presenting the results of the analysis in the light of the main principles of self-learning arranged in descending order according to their percentages, frequency, and whether they are achieved or not.

First: Presenting the results of the book analysis in light of the main principles of self-learning:

The results of the analysis of the Arabic language book for the fourth preparatory grade showed that the total frequency of the principles of self-learning in the Arabic language book is (1339) distributed over (11), a major principle of self-learning as shown in Table (1)

Table (1)

The main principles of self-learning are arranged in descending order of percentage and frequency

Rank	Main principles	Repetition	The number of its indicators	percentage	Previous ranking
1	The book takes into account the individual differences of	199	5	14.86%	The second

	students				
2	The book helps students to self-direction	176	8	13.14%	The first
3	It includes topics that help students diversify their learning resources	175	5	13.06%	The sixth
4	The book helps students master learning	169	6	12.62%	The fourth
5	The content of the book determines the previous experiences of students	156	6	11.65%	The fifth
6	The book includes topics that increase students' motivation to learn	127	6	9.48%	The seventh
7	The book takes into account the physical and mental biological readiness that is related to the growth of students	103	5	7.69%	The ninth
8	The book includes questions that develop students' feedback	85	4	6.34%	The tenth
9	The content of the book increases students' positivity and their active participation in the learning process	58	3	4.33%	The eighth
10	The book includes topics that help identify points for students to strengthen, weaknesses to address, and the continuity and comprehensiveness	50	4	3.73%	Eleventh

**Evaluation of the Arabic language book for the fourth grade of middle school in light of the principles of self-learning**

	of the assessment				
11	The content of the book matches the students' preferences	41	4	3.06%	The third
	Total	1339		99.96%	

Second, the main self-realized and unrealized principles of self-learning in the Arabic language book

To achieve the study's goal in identifying the availability of the principles of self-learning in the Arabic language book for the fourth preparatory grade by knowing the principles that are realized from the unrealized, the researchers extracted the percentage of the arithmetic mean of the main principles of self-learning, for the purpose of knowing the verified principles in the Arabic language book, and its amount was (9.09%), and we compared the percentage of the arithmetic mean to the percentage of each principle to find out the extent of its achievement. What was below the arithmetic mean percentage is considered unrealized, and what is more or equal is considered achieved. Table (2) shows this:

Table (2)

The main realized and unrealized principles of self-learning in the Arabic language book

sequence	Principles of self-learning	repetitions	percentage	Hypothesis arithmetic mean	Check the principle or you are achieving it
1	The book helps the student to self-direct the students	176	13.14%	9.09%	verified
2	The book takes into account the individual differences of students	199	14.86%	9.09%	verified
3	The content of the book matches the students' preferences	41	3.06%	9.09%	unverified
4	The book helps students master learning	169	12.62%	9.09%	verified
5	The content of the book determines the previous experiences of the	156	11.65%	9.09%	verified

	students				
6	It includes topics that help students diversify their learning resources and methods	175	13.06%	9.09%	verified
7	The book includes topics that increase students' motivation to learn	127	9.48%	9.09%	verified
8	The content of the book increases students' positivity and their active participation in the learning process	58	4.33%	9.09%	unverified
9	The book takes into account the physical and mental biological readiness, which is related to the growth of students	103	7.69%	9.09%	unverified
10	The book includes questions that develop feedback for students	85	6.34%	9.09%	unverified
11	The book includes topics that help identify the strengths of students to strengthen and weaknesses to address them, and the continuity and comprehensiveness of the assessment	50	3.73%	9.09%	unverified
	Total	1339	99.96%		

To answer the study question that was mentioned in the problem, which reads:

To what extent are the principles of self-learning available in the Arabic language book for the fourth preparatory grade?

## Evaluation of the Arabic language book for the fourth grade of middle school in light of the principles of self-learning

To achieve the goal of the research, the researchers analyzed the Arabic language book in the light of the principles of self-learning, and through the process of analysis, the researchers obtained the results that were previously mentioned, and indicated in them the weaknesses and strengths, and the verified and unverified principles and indicators, and they explained the results of the analysis, and this is all for the sake of answering On the research question, or study, and in order to issue an assessment judgment on the Arabic language book.

In order to achieve the goal of the research in knowing the availability of learning principles in the Arabic language book for the fourth preparatory grade through the verified and unrealized principles, so the researchers relied on the external spoken ratio through the questionnaire that was presented to a group of experts and arbitrators, and it is clear from the results of the analysis that the main principles The realized (six) principles, and (five) unrealized principles out of the total of the (11) principles. The percentage of realized principles was (54,54%), while the percentage of unrealized principles was (45,45%), and this is a clear indication that the Committee The authorship of the book did not neglect the principles of self-learning compared to the degree or (ratio) spoken for evaluating the book, which is medium, not weak, and not exaggerated, and this is a clear indication of the availability of self-learning principles in the Arabic language book at an average rate.

### Chapter V:

#### Conclusions, recommendations and suggestions قترح

First: Conclusions: In light of the results, the researchers concluded the following

- 1- That (6) principles have been achieved and (5) principles have not been realized
- 2- The sub-indicators of the principles of self-learning were achieved in a different way between the topics of the book.

Second: Recommendations:

In light of the findings of the researchers, the researchers recommend the following:

- 1- Adopting the principles of self-learning in the teaching methods buildings, or educational training programs for teaching the Arabic language.
- 2- Teaching male and female teachers the principles of self-learning in teaching the Arabic language, and directing them that learning the principles of self-learning contributes to making students the focus of the educational process.

Third: Suggestions:

- 1- Conducting studies similar to the current study on Arabic language books, including grammar, literature, and others for the fifth and sixth grades of middle school.
- 2- Conducting studies similar to the current study on Arabic language books for the first, second, and third intermediate grades.

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**Evaluation of the Arabic language book for the fourth grade of middle school in light of the principles of self-learning**

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