The Arabic language subject book analysis for the third intermediate grade in light of knowledge economy skills

Muqdad Sattar Jarad

Mustansiriya University/ College of Basic Education
Email: mqdadstarjrad@uomustansiriyah.edu.iq
Orcid: 0009-0004-7050-4690

Abdul Hassan Abdul Amir Ahmed

University of Diyala / College of Basic Education

Abstract

The upcoming research aims to shed the light: on the knowledge economy skills included in the Arabic language school textbook for the third intermediate grade. Which helped prepare a list that included (7) seven main fields, and (40) forty sub-skills distributed over the fields of the knowledge economy as follows: (the knowledge field, the technological field, the communication field, the mental development field, the social field, the economic field, and the evaluation field). (Questionnaire) in its final form, with an agreement rate of (88%), and the researcher adopted the descriptive analytical approach, and he used statistical methods (statistical bag), and the Excel program to process the results of the research, and applied the following equations: the triple weighted mean, the Cooper equation, and the percentage weight, And the percentage, and the results showed that the Arabic language book for the third intermediate grade (Part Two) included the knowledge economy skills in close proportions according to the following arrangement: the knowledge field skills got the first place with a rate of (50%), and the technology field skills got the second place with a percentage of (50%), evaluation skills ranked third with a rate of (42%), communication skills ranked fourth with a rate of (43%), mental development skills ranked fifth with a rate of (38%), and skills in the field of communication ranked fifth with a rate of (38%). The social skills ranked sixth with a rate of (36%), and the skills of the economic field came in the seventh rank with a rate of (0%), noting that most of the knowledge economy skills were included in similar proportions in the content of Arabic language books for the intermediate stage, except for (skills in the economic field). In light of the presentation

and interpretation of the results, the Arabic language book for the first intermediate grade ranked first, and the Arabic language book for the third intermediate grade came in the second place, and the Arabic language book for the second intermediate grade came in the third place. The percentages of including knowledge economy skills, and working to reconsider and balance them. The researcher suggested conducting an analytical study of Arabic language books for the preparatory stage in the light of knowledge economy skills.

Keywords

book analysis, Arabic language subject, knowledge economy skills

Chapter I

First, the research problem

With the development of science and technology, and the technical means that helped in the emergence of development institutions aimed at intellectual production, and the emergence of what is known as the knowledge economy, which is an effective resource, and influential in the current era, and through which renewed knowledge is acquired, and experiences that are the main engine of cognitive growth, and the trend towards it has become binding, which requires an integrative process, and a comprehensive cooperative; for the purpose of introducing amendments in various levels and public areas, and school textbook s in particular.(Al-Hashemi and Al-Azzawi,2007: 73), in addition to the scientific discoveries that our world is witnessing today, and its effects on education, these studies must coincide with a realistic reading of the future, and their ability to face challenges and obstacles by employing the fields of the knowledge economy, which is one of the tools of development and upgrading societies, and focusing mainly on knowledge that has become one of the important and main components of knowledge production.(Al-Khafaji, 2022: 49)

Therefore, the researcher generated the desire to analyze the Arabic language book for the third intermediate grade in the light of the skills of knowledge economy because this term began to grow very quickly, and on a large scale and the breadth of its characteristics. His skills are rooted in the curricula in general and school textbook s in particular, especially in the curricula of developed countries (the UAE, Oman and Qatar), which helped these reasons to conduct this research to reveal them and the extent of their inclusion in its content , and to know the strengths and weaknesses, stand on them and develop solutions to address them in an appropriate way. Therefore, we get a reliable generation armed with science, knowledge, skills and experiences, and their ability to employ what they learned in their future lives. Therefore, the research problem can be identified and formulated in a major question:

What knowledge economy skills should be contained in the Arabic language subject material for the third intermediate grade?

Second: Research Importance

Language is considered the apparent thought, and it is one of the most prominent characteristics of the nation, and the mirror of its civilizations, every nation cherishes its personality, prides itself, cares about its language and maintains it , even if it does not go out of its appearance of letters and words, it has in its spoken form, or written, an effect that is not equivalent to an effect on the souls of its children, how much of an article, or a speech that changed the face of historiography through language and the extent of its impact on it.((.)Pumice,2014: 34)

The significance of school textbook analysis is as follows

1. Content analysis helps us formulate and design learning objectives.
2. The process of content analysis reveals us in knowing the strengths and weaknesses of the school textbook .(Al-Dulaimi,2007: 123)
3. The process of content analysis gives us the freedom to choose the appropriate techniques and teaching aids for the school textbook .
4. The process of content analysis contributes to the selection and identification of appropriate teaching strategies for the educational situation.(Al-Dulaimi et al.,2015: 108)
5. The process of content analysis helps to follow organized steps and implement the pre-planned plan that enables us to arrange and design the elements of the school textbook .

The significance of the current research can be summarized as follows

1. The importance of education in the preparation of a educated generation to be relied upon in the service of the society in which they live and belong.
2. Language is very important because it is through it that we understand each other, and ideas and senses converge.
3. The importance of the Arabic language, as the language of the Holy Quran, the Sunnah of the Prophet, and the language of Arabs and Muslims in the past and the present, which carries with it their ancient past and beautiful future with its beauty.
4. The importance of school textbook s as a tributary from which the student draws knowledge and information in a clear and easy manner, and also helps in the development of cognitive, mental and skill abilities.

Third: Research Objective

The current research aims to identify:

1.　　　Percentage of knowledge economy skills included in the Arabic language book for the third intermediate grade.

Fourth: Research Limits

Current research is limited to

1.　　　Cognitive Boundaries:
2.　　　Arabic Language school text book for the Third Intermediate Grade (Part II, Marital Units), Third Edition, 2021.
3.　　　Time limits: (2022/2023).
4.　　　Theoretical Boundaries: Areas of knowledge economy and its skills.

Terminology

First, Analysis meaning in language

Analysied (disbanded) the knot meaning opened it (and it dissolved) and his door was answered saying: O barren, I remember a solution and (disbanded) the place from the door of (became present) and(local) and also by opening the hay.(Al-Razi,2012 :151)

Analysis in Terminology: Defined by

That: the process of fragmenting the content of the content, and this process is subject to seeing something by the sense of sight, and then subjecting it to careful examination by the analyst, with concentration , and attention; in order to reach sufficient information ,and data, and adequate about the analyzed substance. "(Dmitry,2006: 20)

As one of the methods of scientific research that describes the content of the study in a quantitative, objective, organized and accurate manner.(Diab,2006: 38)

Theoretical definition

It is a research tool that analyzes the apparent academic content according to a precise, organized and quantitative method in which what the researcher determines is analyzed according to an organized organization and pre-defined goals.

Procedural definition

A set of procedures in which the researcher goes through, and the reason is the fragmentation of the lessons contained in it into its components ,or its sub-parts, adopted by the researcher in the process of analysis, the third grade average book in the light of the skills of knowledge economy.

Second: School Textbook in language

A name derived from the verb (book) in the sense of a handwriting, written from the gate of victory,(Books) also and(Books) and(Books) also the purpose, judgment, and destiny, and(Books) asked him to write it for him. "(Al-Razi, 2012: 74)

The school textbook

It is an educational means with written content represented by the school curriculum organized according to specific principles and standards; for the purpose of helping the student and the teacher; to achieve and achieve the objectives of the curriculum and move to another stage of study.

Procedural definition

It is the methodological book to be taught in Iraqi middle schools,(Arabic language book for the third intermediate grade 2021, I3), as they were written by specialized committees in the subject of Arabic language in the Ministry of Education, the General Directorate of Curricula in the Republic of Iraq, and the content of the Arabic language book for the third intermediate grade, as it consists of two parts, each part consists of modules, and the content of the unit is four lessons (reading, grammar, Arabic language, dictation, calligraphy or expression, and literature).

Skill meaning in terminologically

As: The comprehensive processes accomplished by man in finding the best ways to reach educational goals that facilitate his daily life.(Dandash,2003: 39)

Theoretical definition

It is ease, speed, accuracy, mastery, perception and feeling with the availability of capabilities and abilities in doing work and duties, taking into account the existing circumstances, and the skill can be motor, cognitive or intellectual.

Fifth: Knowledge Economy Skills

It is: The economy that is proceeding according to a scheme, and is organized for the purpose of obtaining knowledge and experiences with the aim of improving the quality of life in all its fields and benefiting from the importance of information, technological applications, and the followers of the human mind as a productive knowledge capital for success and community service, and the events of radical and integrative changes.(Al-Louri,2009,: 12)

Procedural definition

A set of skills to be included in the content of Arabic language books for the intermediate stage;for the purpose of applying knowledge (facts, concepts, principles, and ideas) used by students in educational and life situations, to produce and apply knowledge; to come up with new innovations and solutions, and to benefit from them in life and community service.

Chapter 2

Theoretical aspects, previous studies

First topic 1: Content Analysis

Content Analysis Concept

The most studies and literature indicate that the concept of analyzing terminological content used its first beginnings in the field of journalism and media to describe the content of the media material to be analyzed in terms of form and content. The term content analysis refers to: The procedures followed by researchers in the fields of study, and its main purpose is to describe the content of the content, and analyze its content with high accuracy of the intended material to be analyzed.(Zayer and Inside, 210: 2913)

Procedural steps in the analysis of educational content

1. Reading the content of the school textbook s to be analyzed in a comprehensive and focused manner in order to obtain a clear picture of the data and information adequately .
2. Reading the page in a focused way for the purpose of identifying values, ideas and words and working to record their repetitions.(Zayer and Sabri,2014: 178)
3. Classifying the idea contained in the lesson, or the subject according to the classification approved by experts and specialists.(Zayer and Inside,2017: 112)
4. Building tables for duplicates, and converting them to numbers for the purpose of tabulating them; to process them statistically to reach the results.(Zayer et al., 2020: 287)
5. Identify the main and sub-school topics according to the data of the analysis process.
6. Processing the results statistically with the extraction of indicators for the data and the content of the analyzed material.(Al-Zayat, 2015: 115)

The concept of the school textbook

The school textbook is the main reference, and the translator of the school curriculum, it is one of the tools for the application of the curriculum, and is no less

important in the educational process, as it includes basic information and experiences that serve the educational goals in accordance with the philosophy of society , "It is a group of cognitive units classified and arranged in a manner consistent with the specific school stage; to achieve the comprehensive cognitive growth of students psychologically , mentally, and socially, and to adapt to the community, and the school textbook is the expression of the content of the curriculum, which is the scene of its operations (design, construction, implementation, evaluation, development),which is the window from which students look to the world of knowledge,(Al-Saadi, 2016: 178), and it is the tool to achieve the goals set for the school curriculum, It is the organized source that contains the information and knowledge to be communicated to them, and it is a means of direct communication between the teacher and students (.Zayer and Jerry, 2020: 245), and of the qualities of the school textbook that must be available in it, it must be clear far from ambiguity, and its content is sequential in the presentation of concepts. If these qualities or characteristics are found in the school textbook , we get good outputs characterized by accuracy and efficiency, in addition to that the process of its numbers, and its output must proceed according to a pre-planned study according to an organized organization , and successful educational foundations, and when composing the school textbook and its development, the students' comprehensive levels must be taken into account in all cognitive and psychological aspects.(Zayer and Saba,2020: 558).

The second topic: Knowledge economy skills

The concept of knowledge economy

The adoption of the knowledge economy in the past periods was based on two main foundations: "human capital and low-cost labor", and focuses on knowledge, production, education and intellectual capital and considers them as factors consistent with it, and in the present time the concept of knowledge has developed and has become the measure of the progress and advancement of nations and peoples, which is a source of power and control among these nations.(Al-Saadi and Al-Tamimi,2020: 38)

Stages of the development of the knowledge economy

Formative stage

This stage appeared before the Industrial Revolution,i.e. in the Age of Enlightenment and was focused on knowledge for the purpose of enlightenment, development and wisdom.

Stage of growth

This stage is called applied knowledge, which is characteristic of the era of the industrial revolution, and it is a knowledge that has its goal and approach in a carefully organized manner.(Al-Saadi and Al-Sultani,2021: 233)

Maturity Stage

It is the stage in which there has become a global dominance and widespread knowledge economy, and here knowledge began to apply the same knowledge for its purpose of development and prosperity, and the stage of maturity and emergence began in 1950.(Zayer and Jerry, 2020: 62)

Previous studies, local (Iraqi)

Al-Khafaji study (2022): (The extent to which the Arabic language school textbook for the second middle grade includes the principles of the knowledge economy and the attitudes of Arabic language teachers towards it)

This study was conducted in Iraq, the Directorate of Education of Babylon, and aimed to: Know the extent to which the Arabic language book for the second middle grade includes the components of the knowledge economy, and the attitudes of Arabic language teachers towards it. "To achieve the objectives of the study, the researcher used the descriptive analytical survey approach, as the researcher prepared a list of the components of the knowledge economy to be included in the Arabic language book, and a questionnaire to find out the attitudes of Arabic language teachers to the components of the knowledge economy, which is the same analysis form consisting of (51) paragraphs distributed in four areas: (cognitive, mental, social and national development, technology and communication, and economic and environmental), and the honesty and reliability in them were verified. Using the statistical means Pearson correlation coefficient, (Alpha Kropnach) equation, percentages, and (Holsti) equation, and the researcher (Idea Unit) adopted the unit of analysis, and the research community consists of the content of the Arabic language book for the second middle grade, and the teachers of the Arabic language for the middle stage in the Hashemite Education Department, which number(68) sixty-eight teachers, for the purpose of answering questions, and the results of the study showed that a list of the components of the knowledge economy must be available in the Arabic language book for the second middle grade, and they were in varying proportions, so the field of mental cognitive development came with a frequency of (1170) by(47%), followed by the social and national field (954) (40%), and came in third place in the economic and environmental field by repetition(201) by(8%), and came in last place in the field of technology by repetition(127), by(5%), and this indicates the existence of deficiencies in the economic and technological aspect, and the trends of Arabic language teachers towards the knowledge economy were positive and average.)Al-Khafaji,2022: 13-30)

Chapter: III

Research Methodology and Procedures

The researcher followed the descriptive approach to analyze the content of Arabic language books for the intermediate stage because it is concerned with

describing facts, identifying data related to educational phenomena, following them accurately, analyzing and interpreting them, balancing them, and investigating semantics to reach clear explanatory instructions to benefit from them. The researcher adopted the descriptive (analytical) approach, as this framework helps to obtain accurate and realistic data, and is one of the scientific research methods, which accurately and scientifically diagnoses the phenomenon under research, for the purpose of expressing it quantitatively, and the content of the analysis processes is interpretation and evaluation processes for the purpose of obtaining and reaching accurate results, and working to adopt and disseminate them.(Al-Saadi ,2016: 146),

Research community

The research community means all elements and compounds related to the subject of the research problem, and the process of identifying the community is important for the efficiency of the research and the adoption and dissemination of its results. (Zayer and Younis,2012: 86) This chapter described the procedures used in describing the research community represented by the content of the Arabic language book for the third intermediate grade, which reached the number of units(7) seven educational units, and the number of pages(154) one hundred and fifty-four pages distributed over (7) seven units ,either the educational units contained in the Arabic language book for the third intermediate grade The content of each unit is four lessons (reading , Arabic grammar, expression or spelling, and literature), it was fixed in the units of the Arabic language book for the third intermediate grade the lessons of reading, grammar, and literature, and the availability of spelling and expression lessons also varied between one unit and another.

The research sample

The process of selecting the sample is an essential part of the research preparation, and it is a model on which the researcher walks as a whole and the focus of his work. The researcher can not take all the people or the entire community for the purpose of his study. This is very difficult, which resorts to choosing a sample representative of the community for the purpose of research and study, and the process of selecting it must represent the original community honestly, as the researcher chose a number of educational units for the Arabic language book for the third middle grade (7) nine units by (4) units of the even number for the second part, and this procedure was adopted by the researcher; For the purpose of avoiding repetition as much as possible because of the sample size of Arabic language books is very large, and this method is one of the classifications adopted in the analysis of educational content if the sample size is large, as the researcher relied on an agreement ratio (84%) of the opinions of the arbitrators(experts), and this ratio is high as possible to be adopted.(Milhem, 2011:

116), as shown in the questionnaire for determining the size of the research sample, and the research sample (Arabic language book for the third intermediate grade) can be described and identified as follows:

Arabic language book for the third intermediate grade: This book is represented by the following

1. Educational Stage: Third Grade, Third Edition, 2021AD.
2. Authors: Dr. Fatima Nazem Al-Atabi Dr. Karim Abdel Hussein Al-Rubaie, Dr. Suad Hamed Said, Dr. Jassim Hussein Sultan, Dr. Esraa Khalil Fayyad Al-Jubouri.
3. Book content: The book consists of two parts, the content of the first part (9) nine educational units, the content of each unit is four lessons (reading , Arabic grammar, expression or dictation, and literature) and the content of the book of the Arabic language, the second part (7) seven educational units, the content of each unit is four lessons(reading, Arabic grammar, expression or dictation, and literature).
4. The total number of educational units is (16) sixteen units, as the number of units (analyzed) is (4) four units, and(12) twelve lessons for the second part.
5. Scientific Supervision: Dr. Nada Rahim Hussein, and Technical and Design Supervisor: assistant Prof. Ahmed Tahseen Ali.
6. Printing Press: Al-Dia Printing Press, Iraq.
7. Cartoon cover: white in color, with some inscriptions(decoration) in blue, the average of the lines per page (17) seventeen lines.

Research tool

a list of areas of knowledge economy and its skills was prepared by the researcher preparing a questionnaire in its (initial) form, and present it to a group of experts, arbitrators and specialists in the field of methods of teaching the Arabic language, measurement and evaluation;to know the validity of its paragraphs; to complete the current research tool, so that the respondent is not affected by the personality of the researcher, and the psychological effects it leaves on him during their interview, it is an important basic means of obtaining information and data from a large number of respondents than other available means. (Al-Dulaimi, 2015: 123), as the list included (7) seven areas of knowledge economy, (47) forty-seven skills, as shown in the questionnaire in its initial form, as follows:

1. Cognitive field: 7 (seven) skills are included.
2. The field of technology: It includes 4 (four) skills.
3. Communication field: It included 7 (seven) skills.
4. The field of mental development: It includes (8) eight skills.
5. The social field: It includes (8) eight skills.
6. Economic field: It includes 5 (five) skills.
7. The field of evaluation: It included(8) eight skills.

The researcher made some amendments to the (initial questionnaire) based on the opinions of experts and arbitrators decision makers*, as the arbitrators did not appear many amendments to the tool, but there were some opinions in the deletion of some skills from the fields; because they are not appropriate , and the researcher took them as follows:

1.   Cognitive field: Delete skill(7) seventh , and thus became the number of skills in the field (6) six skills instead of (7) seven skills.

2.   The field of technology: Delete skill(4) fourth, and thus became the number of skills in the field(3) three skills instead of(4) four skills.

3.   Field of communication: There has been no change in 7 (seven) skills.

4.   Mental domain: It has not undergone any change(8) eight skills.

5.   Social field: Delete skill(8) eighth, and thus became the number of skills in the field(7) seven skills instead of (8) eight skills.

6.   Economic field: Delete skill(4) fourth and skill (5) fifth, and thus became the number of skills in the field(3) three skills instead of (5) five skills.

7.   The field of evaluation: Delete skill(7) seventh and skill (8) eighth, and thus became the number of skills in the field(6) six skills instead of (8) eight skills.

Thus, the number of skills in their final form became (40) forty skills distributed over (7) seven areas: the cognitive field (6) six skills , the field of technology(3) three skills, the field of communication(7) seven skills, the mental field (8) eight skills, the social field (7) seven skills, the economic field (3) three skills, and the field of evaluation(6) six skills, and as indicated in the questionnaire in its final form.

Analysis reliability

Reliability over time The researcher with himself: The reliability coefficient is calculated according to the time factor, as the researcher repeated the analysis process after 3 (three) weeks of the first analysis process, and the reliability coefficient was calculated in the way of Alpha Chronicronbach: The researcher conducted the analysis process twice with a time difference of 3 (three) weeks, as he analyzed the content of the Arabic language book for the third middle grade according to the fields of knowledge economy and skills by (3) three educational units, and the alpha coefficient reached (0.95), and the reliability coefficient is very high can be relied upon.(Diab,2006: 265)

Reliability between the researcher and the other analyst

The researcher used another analyst * who has experience in teaching the Arabic language for more than (15) fifteen years, where the researcher conducted

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*Skills that were omitted becausethey did not receive 80% agreement from experts and specialists, and the numbers mentioned are an indication of the sequence of skill in the field.
*(Hassan Reb Moheisen) PhD, Methods of Teaching Arabic Language/Iraqi Ministry of Education, Directorate of Education, Baghdad, Rusafa III.

the process of analyzing the content of the Arabic language book for the third grade with another analyst according to the fields of cognitive economics and skills by (3) three educational units, as the reliability between the researcher and the other analyst reached an alpha coefficient (0.97), and the reliability coefficient is very high can be relied upon, as the literature in the educational statistics indicates that the reliability coefficient is acceptable if it reaches more than(0.60).Al-Dulaimi and Al-Mahdawi,2005: 179), and Table(10) shows the values of the reliability coefficient in the method of Alpha Kropnach.

Statistical means

The researcher used the statistical means in the educational bag of the statistical program (spss-21) and the Excel program

Chapter Four: Presentation and Interpretation of Results

First: Cognitive domain skills

It was found from the tenth unit, and the twelfth unit of the cognitive domain and its skills have been achieved (3) three skills for the cognitive domain for each unit; because the weighted mean is higher than (2), and the percentage weight reached (76%) adopted as a criterion for acceptance of the achieved skills, and(3) three unrealized skills within the field for each unit; because the weighted mean is less than (2) as a criterion for acceptance, and it was clear from the fourteenth unit of the cognitive domain and its skills have been achieved (4) four skills for the cognitive domain; because the weighted mean is higher than (2), and the percentage weight reached (75%) Approved as a criterion for acceptance Achieved skills, and(2) two skills are not achieved within the field; because the weighted average of them is less than (2) as a criterion for acceptance, and it was found from the sixteenth unit of the cognitive field and its skills that (2) two cognitive field skills have been achieved; because the weighted average of them is higher than (2), and the percentage weight reached (76%) Approved as a criterion for acceptance Achieved skills, and(4) four skills are not achieved for the cognitive field; because the weighted average of them is less than (2) as a criterion for acceptance,knowing that there are distinct skills achieved for the cognitive field came in the fourteenth unit in the middle Weighted(2.44), and its rank (1), and other undifferentiated skills that are not achieved within the field with a weighted mean less than (2), and its rank (5.6) in most units of the book, as it is clear to us in the light of the interpretation of the results of the Arabic language book for the middle third grade, the even units of the cognitive field and its skills reached (50%). The reason is the book's emphasis on providing appropriate topics for the cognitive and age characteristics of learners, its focus in research and discussion, and the development of their abilities to apply what they have learned in real life, and the percentage of unrealized cognitive field skills reached (50%). The reason is that

the book is devoid of activities that motivate learners to self-learning and its continuation, and the lack of topics that help them review what they have learned for the purpose of improving their cognitive experiences.

Second: the skills of the technological field

It was found from the tenth unit, and the twelfth unit of the technological field and its skills have been achieved(1) one skill for the technological field for each unit; because the weighted mean is higher than(2), and the percentage weight reached (74%) adopted as a criterion for acceptance of the skills achieved, and(2) two skills are not achieved for the technological field for each unit; because the weighted mean is less than(2) as a criterion for acceptance, and it was evident from the fourteenth unit, and the sixteenth unit of the technological field and its skills have been achieved(2) two skills for the technological field for each unit; because the weighted mean Of which is higher than (2), and the percentage weight reached (75%) adopted as a criterion for acceptance skills achieved, and(1) one skill not achieved within the field; because the weighted average is less than(2) as a criterion for acceptance, knowing that there are distinct skills achieved in the technological field came in the sixteenth unit with a weighted average (2.44), and its first rank (1), and other undifferentiated skills came with a weighted average less than (2), and its ranks (3) in most units of the book, as it is clear to us in the light of the interpretation of the results of the book Arabic language for the third grade, the marital units, the second part of the technological field and its skills achieved by a percentage (50%); The reason is that the book contains accurate and quality information and knowledge, and includes activities that help learners to search for and classify information, and the percentage of unrealized technological skills reached(50%); The reason is that the content of the book is not focused on developing learners' attitudes towards the developments of contemporary culture.

Third: Communication skills

It was found from the tenth unit, and the sixteenth unit of the communication field and its skills have been achieved (3) three skills for the technological field for each unit; because the weighted average is higher than(2), and the percentage weight reached (73%) adopted as a criterion for acceptance of the achieved skills, and(4) four skills that are not achieved within the field for each unit; because the weighted average is less than (2) as a criterion for acceptance, and it was clear from the twelfth unit of the communication field and its skills that (4) four skills have been achieved for the communication field; because the weighted average is higher than (2), and the percentage weight reached (72%) Approved as a criterion for acceptance Achieved skills, and(3) three unachieved skills within the field; because the weighted average of them is less than(2) as a criterion for acceptance, and it was found out from the fourteenth unit of the field

of communication and its skills have been achieved (2) two (two) communication skills; because the weighted average of them is higher than(2), and the percentage weight reached (75%) adopted as a criterion for acceptance Achieved skills, and(5) five unachieved skills within the field; because the weighted average of them is less than (2) as a criterion for acceptance, knowing that there are distinct skills achieved in the field of communication came in the sixteenth unit with a weighted average (2.28)), and its rank(1) first, and undifferentiated skills not achieved came in a weighted medium less than (2), and its rank (5,6,7) in most units of the book, as it is clear to us in the light of the interpretation of the results of the book in Arabic for the third grade, the even units of the second part of the field of communication, and his skills were achieved by (43%); The reason for the book's focus on developing the skills of questioning and listening among learners, and its emphasis in discussing the ideas presented in its topics, and the percentage of unrealized communication skills reached(57%); The reason for the book's lack of activities that enhance the feelings of learners during cooperative learning, and its weakness lies in addressing problems in its content.

Fourth: Skills in the field of mental development

The tenth unit and the twelfth unit of the field of mental development and skills have been achieved (3) three skills in the field of mental development for each unitbecause the weighted average is higher than (2), and the percentage weight reached (75%) adopted as a criterion for acceptance The skills achieved, and(5) five skills are not achieved within the field for each unitbecause the weighted average is less than (2) as a criterion for acceptance, and it was clear from the fourteenth unit of the field of mental development, and its skills have been achieved (4) four skills in the field of mental development because the weighted average is higher than (2), And the percentage weight reached (74%) approved as a criterion for acceptance achieved skills, and(4) four unrealized skills within the field; because the weighted average of them is less than (2) as a criterion for acceptance, and it was shown from Table (198) for the sixteenth unit of the field of mental development and skills has been achieved (2) two skills in the field of mental development; because the weighted average of them is higher than (2), and the percentage weight reached (78%) approved as a criterion for acceptance achieved skills, and(6) six unrealized skills within the field; because the weighted average of them is less than (2) as a criterion for acceptance,knowing that there are distinct skills achieved for the field Mental growth came in the twelfth unit with a weighted mean (2.45), and its first rank (1), and other undifferentiated skills that were not achieved. It came with a weighted mean less than (2) and its ranks(5,6,7,8) in most units of the book, as it is clear to us in the light of the interpretation of the results of the book in the Arabic language for the third grade, the marital units, the second part of the technological field, and its skills were achieved by (38%). The reason is the book's emphasis on developing the ability to write and express, and providing examples belonging to the topics, which help learners in generating and

forming new ideas, and developing their ability to think scientifically, and the percentage of skills in the field of unrealized mental development reached(62%). The reason is that the book is free of activities that enhance the abilities of learners in making appropriate decisions, and the inability to distinguish between similarities and differences in the topics contained in the content of the educational book.

Fifth: Social field skills

It was found from the tenth unit, and the twelfth unit of the social field and its skills have been achieved (2) two social field skills for each unit; because the weighted average is higher than (2), and the percentage weight reached (75%) adopted as a criterion for acceptance achieved skills, and(5) five unrealized skills within the field for each unit; because the weighted average is less than (2) as a criterion for acceptance, and it was evident from the fourteenth unit, and the sixteenth unit of the social field and its skills have been achieved (3) three skills for the social field for each unit; because the weighted average is higher than (2), and the percentage weight reached (72%) adopted as a criterion for acceptance of the skills achieved, and(4) four unrealized skills within the field for each unit; because the weighted average of them is less than (2) as a criterion for acceptance, knowing that there are distinct skills achieved in the social field came in the tenth unit with a weighted average (2.33), and its first rank(1), and other undifferentiated skills came with a weighted average less than (2), and its ranks (5,6,7) in most units of the book, as it is clear to us in the light of the interpretation of the results of the book Arabic language for the third grade, marital units The second part of the social field and its skills were achieved by a percentage (36%); The reason is the book's emphasis on providing assistance to learners by providing topics according to the logical sequence of educational content, and its emphasis on exchanging information and experiences among them, and the percentage of unrealized skills in the social field reached (64%); The reason is that the book is devoid of activities and evaluation exercises that develop the capabilities of learners in serving the community and the educational system, and the book is devoid of topics that develop the concept of social justice among them.

Sixth: Economic field skills

It was found from the tenth unit, the twelfth unit, the fourteenth unit, and the sixteenth unit that all the skills of the economic field are not achieved for all units; because the weighted average of them is less than (2) as a criterion for acceptance, and the absence of distinct skills achieved within the economic field, they are considered undifferentiated skills that are not achieved within the economic field; because their weighted average is less than (2), and the percentage of skills in the economic field of marital units reached (0%).

Seventh: The skills of the field of development

It was found from the tenth unit, and the twelfth unit of the development field and its skills have been achieved (2) two skills of the development field for each unit; because the weighted average of them is higher than (2), and the percentage weight reached (77%) adopted as a criterion for acceptance the skills achieved, and(4) four skills that are not achieved within the field for each unit; because the weighted average of them is less than (2) as a criterion for acceptance, and it was evident from the fourteenth unit, and the sixteenth unit of the field of evaluation, and its skills have been achieved (3) three skills of the development field for each unit; because the weighted average of them is higher than (2), and the percentage weight reached (72%) adopted as a criterion for acceptance achieved skills, and(3) three unrealized skills within the field for each unit; because the weighted average of them is less than (2) as a criterion for acceptance, knowing that there are distinct skills achieved for the development field came in the fourteenth unit with a weighted average (2.33), and its first rank (1), and other undifferentiated skills came with a weighted average less than (2), and its ranks (4.5.6) in most units of the book, as it is clear to us in the light of the interpretation of the results of the book Arabic language for the third grade even units The second part of the field of evaluation, and its skills were achieved (42%); The reason is the book's emphasis on employing information and experiences to improve learners' practices, including various evaluation methods suitable for educational goals, and its emphasis on structural evaluation, and the percentage of unrealized evaluation field skills (58%); The reason is that the book does not contain exercises that take into account individual differences among learners, and the book is free of topics and diagnostic activities for pre-learning among learners.

Conclusion

In light of the results of the research, the researcher reached the following conclusions:

The Arabic language book for the third intermediate grade with its first and second parts, including the skills of the cognitive economy in close proportions in the following order: The skills of the cognitive field ranked first at (50%), and the skills of the technological field ranked second at (50%), and the skills of the evaluation field ranked third at (42%), and the skills of the communication field ranked fourth at (43%), and the skills of the mental development field ranked fifth at (38%), and the skills of the social field ranked sixth at (36%), and the skills of the economic field ranked seventh at (0%), knowing that most of the skills of the knowledge economy were included in close proportions in the content of Arabic language books for the intermediate stage except (economic field skills), and we found out in light of the presentation and interpretation of the results that the Arabic language book for the first intermediate grade ranked first, and the second Arabic language book for the third grade, and the third Arabic language book for the second grade.

Recommendations

In light of the results of the research, the researcher recommends the following:

1. The need to follow up the authors of Arabic language books for the intermediate stage in the rates of including the skills of the knowledge economy, and work to reconsider and achieve balance in them.

2. Attention to including some skills for areas with low proportions (social field skills and communication skills), and(economic field skills) that are not included, to benefit from them in developing the abilities of learners in cooperative learning according to study teams and enhancing their motivation towards the values of teamwork, and linking learning activities to society.

Suggestions: In light of the results of the research, the researcher proposes the following:

1. Conducting an analytical study of Arabic language books for the preparatory stage in the light of knowledge economy skills.

2. Balancing Arabic language books to be taught in Iraq, and Arabic language books to be taught in Arab countries in the light of knowledge economy skills.

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