The extent to which Arabic language teachers and their teachers possess the skills of literary taste and reading comprehension

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Abstract

The present study aims to identify the extent to which teachers of Arabic language and their teachers have the skills of literary taste and reading comprehension. The researcher chose the teachers of the Arabic language in the General Directorate of Education in Maysan Governorate. She then selected a sample of 128 teachers. The researcher used Adatin in the application of the research one of the literary taste and the other for reading comprehension and verified the validity and persistence and then applied to the main sample of the research.

The results showed the existence of skills in a positive way among the teachers of the Arabic language and different rates between skill and another and the researcher came out with a set of conclusions, recommendations and proposals.

Chapter I: Definition of research

First: Research problem:

Literature is the material of language and its importance comes from the importance of language. Literature in its texts - poetry or prose - is only the expression of its language instruments; it is the basis on which the rest of the branches of the language revolves around it and compose with others an integrated unit aimed at achieving comprehension and understanding. .

Many experts point out that Arab literature suffers from difficulties that have not been met by the purpose of its teaching (Al-Mahna, 2015, p. 17).

Some poetic texts have not taken their poetic weights into account when they are chosen, so some poetic texts have come with weights that do not suit the nature of their subjects. Some others do not have the required elements of the literary text, such as the idea and imagination, and the truthfulness of the emotion and the ease of pronunciation (Attia, 2007, p. 271).

Al-Khairi pointed out that the material of literature and texts does not relate to the student with his present and the heritage of his past, and he has an impact on his life (Al-Khairi, 2013, p. 75).

Many of the results of the studies have proved that the content of the literature lesson in the literary stages is lacking in the accuracy of the choice. Despite the great importance of literature in its poetic and prose texts, there is a problem often experienced by literary teachers.

Because the student is considered the most difficult of mental processes, and he is right in that the mind suffers in the preservation of a lot of hardship and intransigence, which requires interruption and unloading a period of time, in that the student feels that he is a restricted prisoner deprived of freedom and departure (Waeli, 2004, p. 44), (Madkour, 2007, p. 217). Because it is devoid of dialogue and movement and many of them do not have the elements of literary taste, and other texts lose the experience of poetic influence, or it does not fit with the nature of the educational or environmental reality of the learner, whenever the text is linked to reality we find the learner's attraction to preserve and taste and work his thinking on analysis and installation And the calendar is the desired educational process to reach the desired goals (Zaer,and samaa, 2013, p. 75) The lack of diversification of some teachers to the teaching methods, which make them control the course of the lesson, reflected on the student and his ability to participate in different situations, and that the low level of students is due to their boredom and lack of motivation to learn, because of the use of teaching methods ignore their experiences (Janabi, 2015 , P. 3) Therefore, the researcher chose the subject to answer the following question: Are the teachers of the Arabic language and its teachers skills in literary taste and reading comprehension?

Second: The value of study

The language is the mirror of the people, the repository of its heritage, the library of its literature, the record of its ambitions and dreams, the key to its memory and its emotions. It is above this and that of its spiritual entity, its unity and progress, its treasuries, customs and traditions (Al-Ridini, 2010, p. 5). In the language, because the ideas are deficient without the language expressed by the Arabs and stressed that the old ideas need symbols to express them, they said (that the words fold and prose does not know what is the stomach but his prose) and how it is scattered only in the language? (Abd, 2011, p. 4) Linguistics Language is an organized set of vocal habits by which members of the human community interact and use it In their life, we have learned that language is the means of expression (Khatib, 2009, p. 19). It gives the ability of those who have their intention to guide and change the direction of those who address them. The chosen words have magic in the soul. (Aishour, Muhammad, 2009, p. 29), and when a man speaks, any man of his language, he tries with all the strength of the argument to prove the language of the most important languages, and it is a living language, and it is a sacred language to Other than the epithets that he tries to pour on her for her love or weight, or to sing her authenticity and immortality.

The people are interested in their languages and cherish them, because the language in the individual means to interact with his people and to get acquainted with the experiences of others (Dulaimi, Su'ad, 2009, p. 101). In the language the object transcends his body and rises to his mind, and expands the space of his self and objectivity. We see that linguistic awareness is added to the conditional nature of a specific system, and eternal legal judgment. The linguistic consciousness deals with unconditional and illegal in cases of feeling, disposition, behavior, thinking, belief, etc. It can be said that language is the triumph of consciousness over limitation, Linguistic language of the meaning, the language remains empty (Hafez, 2005, p. 19). Language is one of the most important aspects of civilization, and

it is a link in the chain of human activity. It emphasizes its importance in the role it plays in the movement of life and society, Imagine a society with no language, no language without society.

In her speech, the language of Arabism has been closely associated with the roles of its long and ancient history (Abd-Aoun, 2013, p. 13).

Which is the language of the Holy Quran, and came down, as the Almighty said (Ham) (1) Download of the Merciful (2) A book separated verses Koran Arabic people who know (3) ()

Thus, it becomes a sacred language that every Muslim needs to learn in order to be able to read and memorize the Quran and to draw from it the commands and prohibitions, to illuminate his life, to learn the legal rulings and to guide them to what they do (Wali, 1998, p. 34) The standards set out what the learner should know and what language skills he or she can do. Many developed countries, such as the United States and others, have developed standards for teaching their national languages. The Arabic language should be the focus of learning and education. The language that is the tool of understanding and communication must be used in a function that elevates the student from the lowest level of use, namely, the use of language in speaking and reading. Writing at their superficial levels and the use of language in thinking (Nusairat, 2006, p. 18)

Arabic is characterized by advantages not available in other languages, notably:

1- The language of the Holy Quran, as the Baari promised to memorize it according to the verse

2 - Characterized by a large number of words even one of the scholars say the Arabs do not surround him but the Prophet.

3 - Developed language which is able to absorb all the latest developments of human civilization.

4 - Changes in the signs of change in the structure of words: Derivation (books, writer, written, library.

5- The sound is connected to the sense, the yelling, the yin, and the hilarity.....

6 - Language distinct from the sound, one of the most Semitic languages to maintain the high voices.

7- The language of the expression of any rule governed by grammar. (Jaafara, 2011, p. 154)

Due to the importance of the Arabic language, the Arabic teacher must have special qualities, distinguished from other teachers of the other subjects. The most important qualities that the Arabic teacher should distinguish from his fellow teachers are:

1- Intense intelligence: to understand life and express it in a Semitic language characterized by far-sightedness and diving in meanings, the beauty of pronunciation and the diversity of style

2 - True belief: By virtue of the Arabic language the language of the Holy Quran and the language of the Holy Prophet (peace be upon him and his family).

3. Self-interest in teaching, not being a profession without a profession.

4 - Knowledge of the problems facing the teaching of Arabic language, including: weak preparation of teachers of Arabic language and training before and during service.

5 - Familiarity with the teaching methods and knowledge of it: This attribute of the requirements of the educational process in order to facilitate the teaching and identify the tendencies of students and their abilities and readiness. (Harrsha, 2013, pp. 52-53).

Literature is one of the manifestations of art and beauty, and its means of creation is language, it is one of the fine arts. As it is at the head of the arts that come on the colors of the imagination, and they said: "Ask for literature is the substance of reason, and the guide of virility, and the owner of alienation, .

The importance of literature among the branches of the other Arabic language is that it expands the view of the emerging of life, and they understand themselves, their surroundings, their world, the age in which they live, and the heritage that their parents and grandparents left behind. The students' interaction with literature and interacting with them enhances their tastes and increases their sense of beauty (Dulaimi, P. 104). The relationship between literature and language is reflected in the fact that literature is necessary for the achievement of the linguistic queen. Ibn Khaldun, who died in 808 AH, believes that the Queen of Linguistics obtains constant memorization and hearing and the constant imitations of the ancient Arabic words, whether they are in their methods of the Holy Quran or Hadith, The rest of their poetic and poetic arts, and the narration of it and the fabric on its way, it is preserved and used frequently, the quality of the mind made systems and prose (Shammari, Saadoun, 2005, p. 211).

The literature in its branches as the living organism grows and ages, but it does not die, it is sent from old age to young people if the updated elements and variables are re-growth. The history of literature does not know us the good poets and preachers, and their impact on their society and other writers. Literature also maintained the language and the sound of the mind and the ecstasy of the heart and the senses on which the nation built its glories and civilization (Abu Dababat, 2007, p. 236).

 In the opinion of the researchers that the nation that lacks literature lose its existence and history, because literature is civilization and an important element of the culture is inexhaustible, a beautiful idea in a beautiful words that occur in the same reader or hear the artistic pleasure, and the scale of beauty in literature, Such as photography, music, calligraphy and painting. When we look at the taste of beauty in literature, we have to look at the growth stages of the reader because the age and needs of the most important things that control the appreciation of beauty (Jubouri, 2015, p. 296).

    The study of literature also contributes to the development of some of the language methods of students such as antibodies and synonyms, and suggest some new meanings and words to improve the level of their verbal inventory, as well as counting the literature fertile ground for the retrieval of spelling rules and apply to it, including the verses of poetry, speeches, articles, stories, and Literary texts are used to teach grammatical and morphological issues, for they are the scientific field from which their examples derive (Ismail, 2013, p. 141).

The expansion of the literary atmosphere filled with beautiful images, generous positions and wonderful expressions has influenced the improvement of the character, the refinement of ethics and the promotion of tastes. This is the expected result that the study of literature will have a beautiful impact on life, and although moral education does not depend much on saying and advising alone. Feelings and striking are good past ability of the noble connection (Tribulation, 2015, p. 26).

Attiyah said: There are many factors, if available, literature can achieve its objectives, including:

1 - Training learners to understand literary methods

2 - The development of literary taste among learners, including the literary texts of beautiful images

3. Expanding the horizons of learners and their imagination by providing them with images of great imagination.

4 – Achieving the fun and artistic pleasure of the learners.

5 – Raising the desire of learners in the study of literature.

6 - Creating opportunities to show the talents of learners.

7 - Definition of learner's mastery of dumping. (Atiya, 2006, p. 313).

The teacher should know that the purpose of analyzing the text is to be understood by the learner intellectually, and to taste it sensibly and beautifully. The goal is not to extract analogies, to enumerate metaphors and to run behind enhancers, and to stand in the literary study when analogy or metaphor is not for them, The scholars agree with Attiya and Al-Jabouri in their reference to the teaching of literature in its poetic and prose texts, which requires a skilled teacher, a critic and a book whose authors understand these important facts. The student receives these ideas and interacts with them in the light of these data. Literary texts are only e In addition, the teacher considers that the study of literature is of great importance in the process of the learner in that the study of literary texts deepen the depth of the literature. Their linguistic wealth is represented in different vocabulary, styles and expressions. The student can learn through the study of literature and texts to practice the expression in the quality of oral and written, by the lesson literature literature of descriptions, explanations and debates, and perhaps the conversion of poetry and poems to the methods of prose of the best ways to train students on construction (Ismail, 2013, p. 140).

Third: aims of study:

The current search aims to identify (The extent to which Arabic language teachers and their teachers possess the skills of literary taste and reading comprehension)

Fourth: Research limits:

1. Place: Preparatory schools in the center of Maysan governorate.

2. Time: the academic year 2017-2018.

3. Population: A sample of teachers of the Arabic language.

4. Knowledge: experiences that teachers have in literary taste and reading comprehension

Fifth: Definition of terms

Literary Tasting:

1- Rashed (1981)

As "an emotion that drives the individual to turn to reading or listening in passion and sympathy to the recitation of the characters in the literary impact and to participate in the events and actions and emotional situations portrayed by the writer" (Rashed, 1981, p. 27)

2- Al-Rubaie (2001)

As "the ability of the student to recognize the literary text poetry, and prose as well as the distinction between good and bad and then judged by quality or lack of quality." (Al-Rubaie, 2001, p. 6)

The researcher knows the literary literary taste (the interaction shown by the teacher with the inner feelings of the literary text when reading or hearing, so that it becomes part of the text, and feels that something to read the text to the end)

Reading comprehension: A convention known to him:

- (1973): It is the realization of the main meaning of the word, phrase and sentence. (Good, 1973, p: 563).

- (Shehata, 1993): It is a process that defines written words and then creates a clear picture in memory of the reading (Shehata, 1993, p. 106).

(Samara and Abdel Salam, 2008): A mental perception is merely in the form of a symbol, word or phrase, used to denote a particular object, subject or phenomenon, and consists of the information of the organized individual about one or more categories, entities or perceptions (Samara, 2008, p. 38).

The researcher's definition of the procedural understanding of the reader is the amount of knowledge that the teachers of the Arabic language have in their dealings with the literary texts presented to them during the teaching of the Arabic language.

Chapter Two: Previous Studies

1. The Adgem Study, 2004:

This study was conducted in Egypt. The aim of this study was to find out the effect of training on some reading comprehension strategies among the students of the Arabic Language Department in the faculties of education in their acquisition and use in the teaching of reading.

The sample of the study was (36) students from the Division of Arabic Language Division III at the Faculty of Education in Damietta.

The researcher prepared two tests and two observation cards to achieve his study objectives, and treated his data statistically using T-test.

Results of the study:

- There are statistically significant differences between the average scores of the students of the first experimental group in the results of the semantic map strategy in the indices (tribal and remote) for the benefit of the telemetry.

- There are statistically significant differences between the average scores of the students of the first experimental group in the results of the teaching strategy in the two dimensions (tribal and remote) for the benefit of telemetry.

- The existence of a statistically significant difference between the mean scores of the students of the first experimental group in the results of the note card of the semantic map strategy in the indices (tribal and remote) for the benefit of telemetry (Al-Adjam, 2004, p. 94).

2. Al Afif Study, 2005 :

This study was conducted in Jordan and aimed at defining the effect of the strategy of constructive construction activities in developing the skills of criticism and literary taste among high school students in Jordan.

The researcher selected a sample of (266) students and students of the first grade of literary secondary, divided into two experimental groups the first (110) students

And the second group was (156) students studied in the usual way. The researcher studied the article herself during the period of the experiment (3) months, and then conducted a statistical equivalence of a number of variables (such as sex, and the academic achievement of parents, And the previous year's degrees in literary culture)

Both groups underwent a pre-test and a priori test of the impact of the strategy of constructive construction activities in the development of both critical and literary skills.

The researcher used the following statistical methods (coefficient of difficulty, coefficient of discrimination, kai square, t-test of two independent samples, Pearson correlation coefficient)

After the analysis of the results statistically, there were significant differences between the experimental group who studied using the strategy of structured construction activities and the students of the control group who studied in the usual way for the benefit of the experimental group, There are no significant differences between the sex of students in favor of females in the experimental group than males in the skills of criticism and literary taste (Al-Afif, 2005, p.d-r)

3 . Fartousi study, 2010:

This study was conducted in Iraq, and aims to know the effect of the strategy of the questions department in the speed of reading, reading comprehension and expressive performance in the first grade students.

The researcher randomly selected the girls' secondary school in the center of Baghdad governorate. The sample of the study was (46) female students of the first grade average, 32 students in the experimental group and 32 students in the control group.

The researcher compensated between the two groups in the variables (age calculated in months, the academic achievement of the parents and the test scores in the tribal expression.

The researcher prepared a test in reading comprehension, consisting of three questions. The first question was the type of multiple choice, the second question of the type of order, the third question of the type of supplementation, and the researcher proved his honesty and consistency and used a test in the expression.

The researcher treated the study data statistically using the T-test of two independent samples, the Ka-square (Ca 2), the paragraph difficulty factor, the paragraph discrimination coefficient, the Pearson correlation coefficient, and the effectiveness of the incorrect alternatives.

Among the findings of the study, the experimental group is superior to the control group in reading comprehension and expressive performance.

There were no statistically significant differences at the level of significance (0.05) between the average performance of the group that studied the strategy of the questions circle (individual learning) and the average performance of the group that studied the strategy of the questions circle (cooperative learning).

 - There were no statistically significant differences at the level of significance (0.05) in the reading comprehension and reasoning reasoning attributed to the effect of the interaction between the strategy of questions and gender. The study also aimed to increase students' awareness of mental processes that take place before, during and after the study, and to hold the students responsible for learning and controlling them through cognitive strategies (linking tribal knowledge with new knowledge, summarizing, reasoning, forecasting, and evaluation) , Calendar).

The study showed a statistically significant difference between the average scores of the students in the experimental group, the average scores of the students in the control group in the reading comprehension, the levels of understanding, and the interest of the experimental group (Fartousi, 2010: 2-185)

Aspects of the use of previous studies:

    The researchers from the previous studies mentioned in several aspects including the following:

1. Identify the problem and formulate it scientifically accurate.

2. Determine the objective and hypothesis of the research.

3 - Refer to the sources and literature mentioned in previous studies and use them in the current study.

4 - Determining the scientific method in the research and implementation of the experiment.

5. Choose the appropriate search tool.

6- Selecting the appropriate statistical means for the research procedures and reaching accurate results.

Chapter Three: Methodology and Procedures

First: Methodology:

In this chapter, the researcher describes the research procedures regarding the skills of literary taste and reading comprehension among the teachers of the Arabic language and the research instrument used, the preparation process, and the veracity and stability of the research and the statistical means used

Research Methodology:-

The descriptive approach is a scientific diagnosis of a particular phenomenon and its quantification in terms of mathematical and linguistic symbols. This approach goes in two directions, as it delves into the past in order to increase and visualize the present and execute it into the future. The descriptive studies are classified into several types, including surveys, which include the method of content analysis , 2015, 223). In this sense, the researcher used the descriptive approach as the appropriate method for the current research procedures

Population of study:-

The researcher chose teachers of the Arabic language for the primary stage of the staff of the Directorate General of Education in the province of Maysan; the reason for this choice was the fact that the researcher was from the province of Maysan.

The sample of study:-

The researcher chose a sample from the above-mentioned society that reached (128) teachers and teachers from the specialization of the Arabic language only. The choice was by chance, as the researcher visited the schools that she was able to visit and she saw the teachers or teachers in the classes and found in the school from (2) to (6)) Teachers or teachers. The researcher used two tools to achieve the research objective:

Literary skills

Instrument of study:

Literary taste Skills	Excellent	Good	Acceptable	Notes
1. Determine the substantive unit in the literary text				
2. Detection of psychological movement in the text				
3. Distinguish between the components of literary images (words, compositions, imaginative images, emotions				
4. Clarification of the importance of the word, and the compatibility between the idea and formulation				
5. Demonstrate the skill of the writer in the embodiment of morale, understanding the symbol, and interpreting it				
6. Clarifying the influence of literary images in the portrayal of the lines of personality addressed by the author				
7 - Statement of the impact of each part of the drafting				

(word, composition, or image) to stimulate the psychological atmosphere that the writer wants to raise				
8. Use the qualities described by the writer himself, or describe them by others				
9. Use evidence from the literary text in the judgment on reading				
10. Arrange poems and verses according to their quality, choose the clearest, and correct them in the representation of different aspects of the characteristics of the text				
11. The balancing of two literary texts in one subject				
12. Determine the substantive unit in the literary text				

2- Reading comprehension skills:

Reading Comprehension Skills	xcellent	Good	Fair	otes
13. Direct understanding				
14. Comprehensive understanding				
15. Critical understanding				
16. Tactic understanding				
17. Creative understanding				

Instrument Validity:

It means the ability of the instrument to measure what it has been set up for (Reynolds, Livingston, Willson, & Willson, 2010, 120). (Yacoubi, 2013) states that honesty is an indicator of what has been set for it. (Yacoubi, 2013, 139)

Allen & Yen (1997) states that the best methods for extracting virtual honesty are to present the tool paragraphs to a number of experts to judge their validity in measuring the required attribute that we want to measure (Allen & Yen, 1997, 96) It presented the tools on a number of experts and specialists in the teaching of Arabic language and curricula, methods of teaching and educational psychology, and the arbitrators and experts made their observations about the tool and took the researcher.

The researcher adopted 80% of the agreement between the specialists and the arbitrators to keep the paragraphs amend them or delete them. He said (Bloom, 1971) that the paragraph is acceptable if it obtained an agreement at the rate of (75%) and above experts (Bloom, 96, 1971) the instruments are both ready and ready.

Reliability of the tool: -

Reliability refers to the accuracy and consistency of results in (Marshal, 1972,104)

It is also known to give the same results as the test or the scale in multiple uses and in similar circumstances (Yacoubi, 2013, 139). The researcher verified the stability of the two tools by applying them to a survey sample (32) Using the Pearson correlation coefficient, the correlation value was 0.87, a high correlation coefficient

Statistical means:

The researcher used statistical methods and treatments to process the current research data:

1-Pearson correlation coefficient

2. The weighted average

3-percent weight

4. Percentages

The chapter fourth:

View and interpret the result:

This chapter displays the result of the current search

First: View Result:

The researcher applied the tool to the research sample. The results were obtained using weighted mean and percentage weight as follows:

Table (1)

The weighted mean and percentage of literary taste skills

Literary Literacy Skills	Weight	Weighted Percent
1. Determination of the objective unit in the literary text	.35.3	113888
2. Detection of psychological movement in text	.388.	443185
3. Distinguish between the components of literary images (words, compositions, imaginative images, emotions)	.3884	133841
4. Clarification of the importance of the word, and the compatibility between the idea and the wording	.3833	153538
5. Statement of the skill of the writer in the embodiment of the morale, understanding of the symbol, and interpretation of	.3.88	1.35.3
6. Clarification of the effect of the literary images in the portrayal of the lines of character addressed by the author	.3343	18388
7. Statement of the effect of each part of the formulation (word, composition, or image) on the excitation of the psychological atmosphere that the writer wants to raise	.3.8	433.83
8. Use the qualities described by the author himself, or describe by others	.383.	133515
9. The use of evidence from the literary text in the judgment on reading	3388.	4.3544
10. Arranging poems and verses according to their quality, choosing the clearest, and correcting them in the representation of various aspects of the characteristics of the text	.3538	183334

11. The balancing of two literary texts in one subject	**33485**	**343113**
12. Determination of the substantive unit in the literary text	**.3841**	**483848**

Reading comprehension skills:

Table (2)

Percentage and weighted percentage of reading comprehension skill

Reading comprehension skills	Weighted	Weighted percentage
1-Direct understanding	370.3	.67.67
2. The deductive understanding	37455	.673.6
3. Critical understanding	373.6	.47556
4. Sensory understanding	37634	707.53
5. Creative understanding	37437	.577.5

Second: interpretation of the result

The results indicate that all the paragraphs are achieved in different percentages. This indicates that the teachers and teachers of the research sample possess reading comprehension skills and literary tasting skills with a weighted and acceptable weighted average. These results can be explained as follows:

1 - Many teachers have the skills of reading comprehension and literary taste through their academic studies at the college or institute.

2 - Some teachers have the skills through their experience in working in the field of teaching Arabic language and its various arts.

3 - There are a lot of teachers and teachers have acquired skills through the external reading of books and sources.

Chapter V: Conclusions, Recommendations and Proposals

First: Conclusions:

Through the research results, the researcher can conclude the following:

1. Most research teachers possess sufficient skills for literary taste and reading comprehension.

2 - Teachers of Arabic language and its teachers can teach the skills of literary taste and reading comprehension skills of their students.

3 - The teachers of the Arabic language can support the various activities of students in terms of literary taste skills and reading comprehension

Second: Recommendations:

Through the current research results, the researcher can recommend the following:

1 - The need to train teachers of Arabic language and its teachers to use the skills of literary taste and reading comprehension in the course of teaching Arabic.

2- Issuing a booklet that includes the most important literary taste and reading comprehension skills distributed to teachers of the Arabic language.

Third: - Proposals: To supplement the current research, the researcher proposes to conduct studies, including:

1 - Conducting a study to identify the impact of literary taste skills and reading comprehension among students in the primary stage in the expression or creative writing.

2 - Conducting a study to identify the impact of literary taste skills and reading comprehension among middle school students in the literature and texts.

3 - Conduct a comparative study to identify the impact of literary taste skills and reading comprehension among students in the junior high school scientific and literary branches on the subject of creative writing.

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