

Self-learning Skills and Their presence in Reading books the primary stage

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ABSTRACT

This study was conducted at the University of Baghdad / Ibn Rushd College of Education for Human Sciences. The study aimed to evaluate Arabic reading books for the upper three grades of elementary school according to self-learning skills and to suggest skills for study units in light of the research results .

Achieving the research goal requires preparing a tool for analyzing the three books in light of it. Therefore, the researcher followed multiple procedures as

- Access to literature and previous studies that dealt with self-learning skills, as well as projects for writing Arabic language curricula for some Arab countries that relied on international skills such as the UAE and Egypt .

Introduction

It adopted the opinion of experts specializing in methods of teaching Arabic language and psychology in light of a closed questionnaire whose content is knowledge of self-learning skills, whether they are valid, invalid or subject to modification, for the upper three grades of the primary stage

-The researcher adopted a closed questionnaire - in light of the above- consisting of (41) indicators and divided into seven skills, and after presenting them to expert professors and referees to express their opinions on its validity in a triple classification) valid, invalid, needs to be modified (and to ensure its validity and consistency, and the questionnaire was formed. In its final form, on (30) indicators, including six skills.

-The researcher proceeded to analyze the three books of the fourth, fifth and sixth primary grades, taken from the word, sentence and idea as a unit of analysis .And the unit of calculation) frequency (for the number.

-The researcher extracted the percentage of calculating the occurrences, and the arithmetic mean of the percentage in order

to identify the achievement of the standard from its non-achievement.

-The results of the research and the authors of the educational content, starting from the designer and ending with the principle, all of these overlooked the self-learning aspect. The four skills advance from the self-learning skills in the three books, and the results also showed the availability of some indicators with high frequency, while the other two skills got each other few iterations made. Weakly available, because these two skills require financial and high-tech support that educational institutions in Iraq lack.

In light of the results of the research, the researcher recommended a set of recommendations, suggestions and conclusions.

The study aims to evaluate Arabic reading books for the upper three grades of elementary school according to self-learning skills and to suggest skills for study units in light of the results of the research.

Achieving the research goal requires preparing a tool to analyze the three books in light of it. Therefore, the researcher followed multiple procedures, represented by:

- Access to literature and previous studies that dealt with self-learning skills, as well as projects for writing Arabic language curricula for some Arab countries that have

relied on international skills such as the UAE and Egypt.

- It adopted the opinion of experts specializing in methods of teaching Arabic language and psychology in light of a closed questionnaire whose content is knowledge of self-learning skills, whether valid, invalid or subject to modification, for the upper three grades of the primary stage
- The researcher adopted a closed questionnaire - in light of the above - consisting of (41) indicators and divided into seven skills, and after presenting them to expert professors and referees to express their views on its validity in a triple classification (valid, invalid , needs to be modified) and to ensure its validity and consistency, and the questionnaire was formed. In its final form, on (30) indicators, including six skills.
- The researcher proceeded to analyze the three books of the fourth, fifth and sixth primary grades, taken from the word, sentence and idea as a unit of analysis. And the unit of calculation (frequency) for the number.
- The researcher extracted the percentage of calculating the occurrences, and the arithmetic mean of the percentage in order to identify the achievement of the standard from its non-achievement.
- The results of the research and the authors of the educational content, starting from the designer and ending with the principle, all of these overlooked the self-learning aspect. The four skills advance from the self-learning skills in the three books. Weakly available, because these two skills require high financial and technical support that educational institutions in Iraq lack.

In light of the results of the research, the researcher recommended a set of recommendations, including

Research problem:

Still books teaching Arabic at the primary level, including reading books, complain of weakness - despite the innovation brought about by primary education in Iraq - and this weakness is in line with the linguistic content of reading books, and this did not shed light on the problems in reading books (Hammoud and others 2011:128)

Because of the scientific development that has occurred, the understanding of the minds of children and students has changed, and our education in Iraqi elementary schools is still based on memorization and indoctrination, and that interest in future science and dealing with current variables exists theoretically but has nothing to do with reality (Shehata 2001: 64)

The researcher believes that the problem of poor reading books in primary education in Iraq is a cultural and intellectual problem, because its influence extends to the core of our lives, which encompasses education from every side.

As the researcher noticed this problem while reading books for reading at the elementary level, as she noticed, these books are devoid of the goals to be achieved in the books.

In order to achieve these goals, the learner must be provided with the necessary skills for self-learning, i.e. teaching him how to learn, and from these skills are the skills of participation in opinion , the skill of self-evaluation , the skill of appreciation for cooperation, the skill of benefiting from the facilities available in the local environment and the skill of readiness to learn and these skills develop the goals of the learning process and set realistic goals For each learner, so that every learner finds the goals of the learning process educational goals that are commensurate with his needs and abilities, as well as increase the strong motivation of learners by providing diversity

in educational materials, activities and goals (Badir126-122-2007)

These skills will not be achieved, unless we overcome learning difficulties, which are a kind of manifestation of the individual's academic disability, including learning the language and its branches, such as reading, writing, and spelling, which are due to mental or sensory reasons, and individuals with learning difficulties are a category of those who suffer disorders in one or more of the Basic psychological processes that include the understanding and use of written or spoken language, which appears in disorders of hearing, speech, thinking, reading, spelling and arithmetic and which are due to causes related to simple functional brain injuries but not due to causes related to mental, auditory, visual or other disabilities, and everyone who learns He faces a difficulty or a problem on the way to learning, as if learning difficulties are part of learning and our success in dealing with learning difficulties Nabhan (81-2008) Among these difficulties are reading books, as they do not receive what is in line with their importance, despite the fact that reading books are the basic books in the elementary stage, the study of (Abdul-Birmani 2018) and the study of (Jaber 2018) in Iraq and the study of (Al-Zubaidi 2013) in Iraq confirmed; There is a significant weakness in the reading abilities, most importantly in the elementary stage and even in the college stages, this means that they have not reached the level of reading comprehension, and this is evidence of a defect in learning to read, meaning that the curriculum developers did not receive attention to their role (Attia: 2010: 25).

As confirmed study (Sadiq 2015) conducted in the race, that (35%) of problems learning to read, lies in its curriculum, which confirmed the presence of weakness in the books of Arabic reading for the primary

stage. The study (Al-Zubaidi 2013) conducted in Iraq in analyzing the content of reading books for the elementary stage confirmed the presence of weakness and defects in reading books, and that by teachers with long experience (20 years and over) confirmed the existence of weakness in reading books and their content. In his study (2016) in Iraq, Jaber also emphasized that there is a weakness in reading books for the elementary stage in light of the quality standards of the textbook. The researcher summarizes the problem of the current research in the following question:

Q / What is the level of availability of self-learning skills in evaluating reading books for the elementary stage?

Research importance:

Overshadowed the importance of education in it is a major strategy for all the world, has emerged as the importance of education and its value in the development of peoples social, economic and increase their value and self-grown in the face of cultural difficulties faced, as it has become a strategy of a major national all the peoples of the world and is an important factor in the economic development of the communities, as it An integrative process, that is, it is not limited to one aspect of a person's personality, but rather deals with all its physical, mental, psychological and background aspects (Zayer and others 28-28-2020) 0

Today society has become interested in the educational process and aims at it and depends on it with whatever education or training it wants, and since education is an integral part of education and its means, it has become its important tool to achieve its objectives

Education is the arm of education in the implementation of what it seeks, as it

reflects its goals and interpret its principles with what it owns from educational institutions that protect the learner with sound thinking in order to be able to respond to the environment in which he lives and surround himself with a side of science and knowledge, as it is the basis for education in achieving its goals, and the main purpose is how the learner was after learning and how to be after learning (Zaire Wyman: 23: 2014)

Education is a human activity that begins with caring for the child, and helping him to develop a sound that helps him to be compatible with the environment, by providing him with knowledge and skills, as education focuses on talking rather than preparing the learner and developing his abilities, perceptions and personality (Atiyah, 25: 2010)

Education is concerned with building the personality of the individual and preparing it well for him to practice his behavior in a specific social context, that is, to acquire the social human identity for his integration in his society and the formation of the personality (Zayer and Sama, 2017: 17)

Hence the importance of language, which is the means and instrument of thought, as it is a highly rosy system in abstraction that man uses without other beings, to construct meanings from experience, and despite the various symbolic systems and transmit them, language is more than these systems development, flexibility, effectiveness and the ability to creative expression, as the language It is a relationship between sound and meaning, so the language that is spoken is a human being of phonemic units formed and organized in specific ways to carry certain meanings (Ashour 2003-21)

And language is the basis on which the educational educational process depends, as this process is the basic and cross-cutting

activity specialized in preparing, qualifying and developing human competencies and skills, and the extent of success in achieving this goal depends on the adequacy of the educational process, especially the adequacy of its basic content (educational curricula) (Hassan 2001: 132)

The researcher believes that language is not only a means nor an end to transmit ideas. Rather, in addition to all of this, it is the extent of the listener's response and call to what he perceived of speech This is because the language mirror thought, Few wordy be an obstacle for reflection and growth.

From here language is an acquired human, psychological, and social phenomenon that emanated and developed with the human being, giving him the advantage of thinking and speaking, as the human language cannot be taught to anyone but humans, and this is what studies and experiments have proven. Animals do not have those techniques in communication that we can call a language because they have specific environmental answers and these responses are innate. That is, it is not characterized by change, interpretation and flexibility. (Ashour: 24: 2003)

And it marked the Arabic language for other languages, for circulation, and the argument of survival and this evidence saying the Almighty in Surat stone (I mentioned we went to him and I privates) Vtafrdt among the languages feature override social, while becoming the language of religion, and the language of the Arabs (Zayer and others: 2011-15th)

And the Arabic language is not taught or learned, rather it is the excuse for all students to know the rest of the subjects as an integrated and interconnected unit in all its branches, where the student who is able to master the language can quickly understand what he reads and thus become

familiar with what he reads from other materials (and to: 1998-34-) 37)

The Arabic language is its origin from God Almighty and it is mentioned in the Holy Qur'an in a surah, and it is numerous and distributed in the Qur'an, including Surah Yusuf verse 2 (We have sent it down As an Arabic Qur-ān, In order that ye may Learn wisdom.) and in Surah Al-Zumar verse 28 ((It is) A Qur-ān In Arabic, without any Crookedness (therein) : In order that they May guard against Evil.) and the words of Philippe de Tarazi: became Muslims strongly Koran nation united in their language, religion and Hariatha and its policy may bring together Arabs, is due to it not the Koran for the spread of classical language in Alkhafiqin and not the Koran because accept thousands of people to read those Language, its writing, its lessons, and dealing with it (Visitor and Sky: 2016-19-20)

Al-Qalqashandi indicated in his wonderful description, when he said the Arabic language is the most powerful of languages and clarifies them in a statement, and I spoil it as a tongue and provide it with sweetness, and sweeten it, and then God Almighty chose it for his noble Messenger and the seal of his prophets, and his best of his creation and his elite from his wilderness and made it the language of the origin of his heaven, and the inhabitants of his paradise and revealed in it his revealed book (Al-Qalqashandi: 1963-148)

The Arabic language is also one of the most powerful and strict languages due to its huge heritage, as it is one of the living languages in the world, since the Middle Ages it has enjoyed what can be called globalism, and it is at the height of its renaissance - it welcomed many of the words that it borrowed from other languages and its independence in scientific terms And the language of speech, but she rarely heard it,

by storming the forts of Arabic literature (Atta, 2006: 50)

As the Arabic language has the ability to dazzle minds, and to capture the eyes with its beauty and gracefulness of its compositions, the sweetness of its words and the accuracy of its meanings, and an opinion in the Arabic language, and he is a linguist , the producer of it, the master of its structures and the creator in researching its issues, and he says: If I contemplate the state of this generous and gentle language, I found it wise, accuracy and tenderness of the king, along with thinking (son - taking: 1913-47) and the precision and beauty in Arabic we find when we seek bases that represent the great importance it works p calendar Alyson students and avoiding error in speech, writing and accustom health governance And accuracy of observation and implementation of structures, as it works to sharpen students' minds and train them in continuous organized thinking and enable them to understand complex and ambiguous structures (Al-Jubouri: 2013-213-2 14) Reading is one of the language skills, an art of receptive and productive at the same time and to demonstrate the importance of reading and its greatness Islam urged them came in the divine to the Holy Messenger (r) in the first verses revealed in Surah Al - Alaq (Proclaim ! (or Read !) in the name Of thy Lord and Cherisher, Who created— Created man out of A (mere) clot Of congealed blood : Proclaim ! And thy Lord Is Most Bountiful,— He Who taught (The use of) the Pen,— Taught man that Which he knew not) Verses (1-5)

Reading is of great importance to individuals and societies: reading for the individual is a permanent process that he practices inside or outside the school, and it is a means of communication for the individual with others who are separated from them by temporal or spatial distances

and without it the individual would remain confined to his environment, it is the passport to move across continents and makes the reader a friend to all scholars (Al-Jubouri: 2013) -282(

Also, comprehension is the essence of the reading process and its focus, and a good reader is one who reaches the meaning of the text and comprehends it, whether the meaning is outwardly or implicit, near or far. It is interconnected and consequently requires a number of processes such as recognition, understanding, assimilation, retention, recall and application (Al-Jubouri: 2013-183.(

We notice that reading goes beyond all of this, as reading is the most important acquired skill that achieves success and enjoyment for everyone in his life as it is an integral part of our personal and practical life and is the key to the doors of science and various knowledge, and among the benefits of reading is that it is a main means of communication for learning and learning about different cultures and sciences and a source of linguistic growth for the individual And the source of his personality growth as it prevents the learner from acquiring the skill of self-learning, which has become a necessity of life without which it is not possible to keep pace with the tremendous scientific development, especially as we live in the era of an explosion of knowledge. It is also dealt with strengthening the link between the learner and the book (Zayer and Ohoods: 2016-28). -29) Reading is a fundamental pillar and occupies a distinctive high level of communication tools and an emphasis in the era of different technological development, and one of the most important elements that positively affect our lives in general and in the educational process in particular, and from here it was necessary to teach students to read and take their hands so that they can

from it in the basic stage The first is then promoted in the advanced stages, as good and correct foundations have been built for the student in its early stages (Visitor and Sky 2016-145(

We also find an objective convergence between reading and writing, as there is a convergence between the skill of listening and speaking, and the intent of the convergence, i.e. the dynamic integration between each skill with its branches, so we find that reading indicates among students the desire to write suggestive, so it helps pupils to form their linguistic sense and their taste for the meanings of beauty and sense of the whole, and it increases From students' familiarity with words (Zaire and Sama: 2016-147(

Studies in the field of education and psychology have emphasized the importance of learning as the subject that is intended to be learned is interesting to the learner that fits his inclinations and needs, as this increases the learner's willingness to learn, and the subject must be interconnected and integrated with other school subjects and divided it sequentially and continuously (Al-Jubouri 2013: p. 52(

It also means the principle of effective education is the principle that if the student uses it while learning about a topic, then he learns this topic and writes the intended educational goals, and this means that the principle that the student follows as an entrance to learning itself is a mechanism appropriate to the educational position and conditions, and enables the student to represent educational or emotional goals Or the performances (Zayer and others 2014, p. 46(

The teaching process is not merely preserving and remembering certain information, but rather what is meant is the continuous interpretation of better behavior that occurs as a result of counseling, and this

will not happen unless they practice deep thinking and mental processes associated with that, such as assumption, deduction, analysis, interpretation, prediction, and other processes (Al-Jabouri 2013 - p.52)

Therefore, we find that the learning process is no longer limited to the family, the club, or the school only, but many elements have participated in this role to match the tremendous development in information technology, so we find psychological learning psychology that can address methods of developing knowledge and information for students to help them achieve and acquire knowledge habits within the framework My scientific study deals with the study of the psychology of learners and teachers, their tendencies and readiness, and how to develop social tendencies (Badir: 2013, p.16)

Bloom believes that one of the important variables in the phenomenon of academic delay is the time available for learning. Every student has a learning speed that differs from the learning speed of any other student. The correction of the learning process should take into account the time required for the learner, in addition to this Blum emphasizes the necessity of designing the academic content in a sequential manner that begins with the main requirements and is subject in its teaching to the level of mastery in such a way that no student is allowed to move from one topic to another until he has mastered the topic before it (Zayer and others: 2014 p.127)

Self-learning is also one of the most important learning methods that allow the use of learning skills in a highly effective manner, which contributes to the development of man behaviorally, cognitively and emotionally, and it is a type of learning in which the student learns how to learn what he wants by himself to learn it, and is also the way to develop personality in

the optimal employment of his abilities and capabilities Self-learning is also considered one of the educational methods that appeared to employ conscious educational strategies in designing specific educational programs with a high capacity for learning appreciation (Badir 2013: 119)

It is one of the most important learning methods that allow learning skills to be used effectively and provide them with an important weapon that enables them to understand the data of the coming age, and it is a type of learning in which the student learned how to learn what he himself wants to learn, since the student in this method is a teacher himself, and owning Mastering self-skills enables the individual to learn at all times and throughout his life outside and inside school, which is known as continuous education (Nabhan 2008: 102)

Self-learning was and still receives great attention from psychologists and education as it is the best learning method because it achieves learning commensurate with his abilities and his own speed in learning and depends on his motivation to learn. The learner also takes a positive and active role in learning and is able to master the basic skills necessary to continue teaching Himself and continues with him for life (Bedir 2008: 120)

It is one of the methods of individual gaining experiences in a subjective manner without anyone's help or recommendation from anyone, i.e. the individual knows himself by himself, and the subjectivity is the characteristic of learning, so learning takes place within the learner. The learning was the result of self-instruction and there are many methods of self-learning, including program learning, learning with models, and unguided scouting learning | (Nabhan, 2008: 68)

And based on the importance of textbooks, especially Arabic reading books for the elementary stage, because of their great and prominent impact that cannot be overlooked in the correct upbringing of the individual and assisting them in understanding what they read, and because of the researcher's belief in the importance of the information, knowledge, skills and trends contained in the content of the educational material, the researcher chose books The Arabic reading prescribed for the primary stage, as the cornerstone of building the educational process, even if there is any defect or Slight weakness in the numbers of learners in the primary stage that leads to negative consequences for the learner in the rest of his school stages, just as a person begins his personality to form in the elementary stage within his linguistic abilities and possession Cognitive positive form

Therefore, the primary stage is the first window to enter the field of life all their areas.

The primary stage is the center of the first starting point for students, and the basis on which ascension to the educational ladder is advanced, and this stage, by virtue of its position in the educational process, represents the minimum level of education whose efforts are supposed to focus on helping the pupil achieve integrated growth that enables them to understand the existing relationships in the school And society, those who are able to reach the pupil to the next stage, which is the middle stage, so the student at this stage needs more help in defining his goals and how to invest his talents while making use of the school's capabilities in educating himself and himself and his mind (Salem, 1982: 34)

In order for the process of learning and teaching reading to be fruitful, and to bear its fruits, the subject must be properly evaluated, so that the educator can know the

strengths and weaknesses, achieving those goals that must be learned, because the evaluation process is the means by which a judgment is made on the extent of the occurrence of education because evaluation is necessary for decision-making for judgment. On the Education Process (Qatami, 2002: 757)

Evaluation is important in the Arabic language curriculum, which is knowledge of students' strengths and weaknesses, and through it the teacher addresses weakness by directing students to invest their time, identify their problems, address them and revealing their abilities (Zayer et al. 2012. : 174-175).

Research goal:

The current research aims at the availability of self-learning skills in primary school reading books.

Research limits:

1. Reading books in primary school grade (fourth primary year 2018) written by Dr. Karim Obeid Waeli and d. Abd al-Abbas Abd al-Jassim, tenth edition.
2. The fifth grade primary year (2018), written by Dr. Dr. Karim Obeid Waeli. Abd al-Abbas Abd, al-Jasem eleventh edition.
3. The sixth grade year (2017) written by Dr. Dr. Karim Obeid Waeli. Abdul Abbas Abdul Jassim, tenth edition.

Academic year 2020-2021

Defining terms:

Skill- :

Language- :

1 "Skilled in conquering, skilled in something and skilled: the skillful person in every deed, and I have sold most of what I have sold the glorified swimmer.

And the most skillful skill was skilled in him, as I became a clever

And Mehr: foals, foal, and their skills, and the skill, the thing and it and has, smartness

he Maher said (Mehr in science) any was a subtle world by or in the industry: mastered knowledge (son perspective: vol 5 , material dowry; 216)

Self-learning- :

Idiomatically- :

Salah Murad and Muhammad Mahmoud Mustafa defined it as the ability to solve problems, the ability to sense general and appropriate things in learning and familiarity with sources of knowledge and the ability to use them. And skill in organizing time and educational activities, recognition of responsibility and bearing them in the learning process, skill in following instructions and rules flexibly, solving problems, completing work and exerting effort and perseverance to learn new things. 0 (Salah Murad and others: 2000, 78)

The researcher knows the book:

1- As a set of curricula approved by the Ministry of Education to be studied in the primary stage for the 2020/2021 academic year, which must be subject to self-teaching skills.

2- And (Mahdi) knows reading:

However, it is the interaction of the reader with the readable text in an interaction that makes him admire, miss, pleased, or sad; Which is the result of criticizing the reciter and interacting with it (Mahdi: 41: 2019)

Research methodology:

The researcher used the descriptive approach as the most appropriate in describing the study of self-learning skills in reading books for the elementary stage, as follows a description of those procedures:

First : Research Society:

The research society means all the things or individuals who have certain observable characteristics. The only test of society is the existence of a common characteristic among its members, and the observable characteristics of the society are called "community features" (Abu Sweij: 2002: 44)

The research community included reading books for the primary stage either; His sample included Arabic reading books for grades (fourth, fifth and sixth) of the elementary stage to be taught for the academic year (2020-2021), and there are three books per book for each grade, as the number of pages of Arabic reading books for the three upper stages is (429) pages and it contains (151) Subject, by (140) pages for the fourth grade of primary school and by (154) pages for the fifth grade of primary school, and by (135)) pages for the sixth grade of primary school, and table (4) illustrates that.

Table (1)

Description of Arabic reading books for the first three grades of elementary school and their percentages

T	Class	number of pages	Percentage	Count the subjects	Percentage
1-	Fourth	140	32%	49	32%
2-	Fifth	154	36%	58	38%
3-	Sixth	135	32%	44	30%
Total		429	100%	150	100%

Second: The research sample

The research sample is the same as the population of the apparent research under

study, and in light of this, the current research sample is made up of Arabic reading books for the upper three grades of

elementary school after excluding the as shown in Table (2)
introductions and indexes of the three books,

Table (2)
Characteristics of the research sample

No.	The title of the book	Class	Edition and year	Number of pages in the book
1-	Arabic Reading	Fourth primary	The tenth, 2019	140
2-	Arabic Reading	Primary fifth	Ninth, 2019	151
3-	Arabic Reading	sixth grade	Seventh 2019	134
Total				425

It is evident from Table (2) that the number of analyzed pages is (425) pages that included all the content of the course material, activities, pictures and drawings for reading books after excluding the indexes and introductions thereof.

Research tool:

This research aims to evaluate reading books for the primary stage in the light of self-learning skills and to know the level of availability of self-learning skills in these books and in view of the lack of a ready and appropriate tool for data collection that fits with the purposes and objectives of this research, the researcher has prepared a tool for evaluating reading books that includes self-learning standards appropriate for the elementary stage. , And the search tool preparation has passed the following procedures.

1- The researcher was acquainted with a number of studies that dealt with the work of evaluation in reading books for the elementary stage, such as the study of Jaber (2016) and Abdul-Birmani (2018)

2- The researcher was briefed on a number of studies that dealt with self-learning skills,

such as the Jaber study (2018) and the Hegazy study (2017).

3- Taking the opinion and advice of specialists in the field of education, psychology, and methods of teaching the Arabic language, as found in Appendix No. (2). General objectives: The researcher was able to see a number of general goals for teaching Arabic language, specifically reading material for the upper three grades of the primary school.

4- The researcher prepared a preliminary list of self-learning skills that must be available in reading books for the upper three grades of the elementary school, as found in Appendix (2)

5- Presenting the list of standards in its initial form to a group of experts, referees, and specialists in Arabic language curricula and methods of teaching it, and Arabic language teachers and teachers. The questionnaire included (41) indicators distributed on (7) skills, and the researcher placed in front of each indicator three alternatives and these alternatives are (valid), Invalid, needs to be modified) and Appendix (2)

Table (3) illustrates this

Table No. (3)
Number of research tool skills (self-learning skills) in its initial form

No.	Skills	Number of indicators
1-	Evaluation skill	2
2-	The skill of planning and organizing	6

3-	The skill of using scientific learning resources	5
4-	The skill of training students to solve problems and create a fertile environment for creativity.	6
5-	The skill of sharing opinion	9
6_	General and impartial skills in data and information processing	7
7_	Calendar skill	6
	Total	41

Validity:

The researcher presented the self-learning skills that she developed to a group of arbitrators, and in light of their opinions and observations thereon, the researcher adopted an agreement (80%) of the judges on each skill, and an indication of the validity and neglect of the skills that did not obtain an approval rate.

Because the paragraph that obtains an agreement between the arbitrators (80%) or more can be considered a valid paragraph or criterion (bloom: 1977: 512)

Since the number of arbitrators is (20) arbitrators, so the researcher considered the standard valid when it is approved by (15) arbitrators or more, which is equivalent to a percentage of agreement (80%) or more. Some skills, as the evaluation skill was combined with evaluation, indicator No. (4) was deleted from the skill of planning and organizing, and indicator No. (2) was deleted from the skill of problem-solving and creating a fertile environment for creativity, as well as three indicators (2,4,6,) from The skill of sharing opinions, as well as omitting three indicators (5,6,7) from general and transferred skills.

That is why the researcher was able to formulate (30) paragraphs divided into six axes, the first axis is assessment and self-evaluation skills, the second axis is planning

and organizing skills, the third axis is for the skill of using scientific learning resources and the fourth axis is for the skill of training students to solve problems and create a fertile environment for creativity, and the fifth skill is a skill Sharing opinion, general and impartial skills in processing information and data.

And put three alternatives for judging each paragraph in the resolution which (valid, invalid, modification) and Annex (2) shows the questionnaire in the initial image and showed Arbitrators comments around the enclosed questionnaire, in the light of the comments are been changing some words and amending the linguistic phrasing of some indicators that need to be modified and deleting some of them because of their inadequacy or difficulty for the age stage. The researcher adopted a percentage (80 %) or more of the agreement between the experts and the referees to maintain the paragraphs, delete them or amend them, and thus Became the validity and reliability tool to use if it can now accurately measure what it is designed to measure, as Blum considers this ratio between specialists and experts

clear evidence of achieving apparent validity.

(Blume,

1983: 226)

Therefore, the validity of the analysis tool must be verified in light of the previous step, so that the analysis tool showed in its final form that it consisted of six axes, the first axis (evaluation and evaluation skills) included (5) standards, and the second axis (planning and organization skills) may include (5) standards The third axis (skills of using scientific learning

resources) includes (5) standards and the fourth axis (skills for training students to solve problems and create a fertile environment for creativity) includes (5) standards and the fifth axis (skill of sharing opinion) includes (6) standards and the sixth axis (general skills And the transmitted) included (4) criteria, and thus the total of the tool's paragraphs (30) became a valid standard for analyzing the content of reading books, and Table (4) shows that.

Table (4)

Clarifies the fields of the evaluation questionnaire and the number of criteria for each field

The axes of the closed resolution	Number of standards
The first axis: evaluation and evaluation skills	5
The second axis: planning and organizational skills	5
The third axis: Skills of using scientific learning resources	5
The fourth axis: problem-solving skills and creating a fertile environment for creativity.	5
The fifth axis: the skill of sharing opinion	6
Sixth Axis: General Transferable Skills	4

Fourth, application of the tool:

The research tool is the self-learning skills prepared by the researcher, and the researcher used the content analysis method to reveal the extent to which the intended

content of the primary stage reading material includes self-learning skills, and the units of analysis are the following

- 1- Recording or coding unit
- 2- Content Unit:

3- Census Unit:

Fifth, reliability of the analysis tool:

The coefficient of stability of the attributes critical that must be met in the measurement tool, T - characterized by stability that T came out with the same results if applied to the sample repeats itself and under the conditions themselves.

(Al- Jadiri , and

Jacob , 2009: 161)

So that we can make the method of analysis going objectively or in a manner close to objectivity, and in order to limit the self - analyst and for the stability coefficient is Admissibility adopted a researcher on my way stability , namely :

1. Stability over time : it is to get an analyst on the results themselves in the event of re - analysis of the same after a period of time certain.

The researcher using the search tool analyzes the content of targeted issues which constitute a percentage (25%) of the analyte contained in the books of reading fourth grade primary (25%) of the material row fifth primary (25%) of the sixth stage of the primary month after the date of The first analysis re-analyzed the same selected subjects using the same research tool and by applying the Cooper's equation.

Stability coefficient = number of times of agreement

$$\frac{\text{The number of times agreed} + \text{the number of times disagreed}}{\text{X100\%}}$$

Third :Statistical and Calculation Means:

Numbers are the language of science, and the process of content analysis requires some statistical treatment of the total data obtained by the researcher (Taima, 2004: 140).

Therefore, the researcher used some statistical methods and methods, including

1. The researcher used frequencies and percentages as a calculation method:

Percentage = $\frac{\text{The number of times of the agreement}}{\text{The number of times of the disagreement}} \times 100\%$

2. Cooper's equation to find the coefficient of stability, which is:
The number of times of the agreement

Stability coefficient = $\frac{\text{Number of times of agreement}}{\text{Number of times of agreement} + \text{Number of times of disagreement}} \times 100\%$

Number of times of agreement + number of times of disagreement

(Abd al-Rahman and al-Jabbouri, 2016: 109)

Presentation and interpretation of results:

This chapter includes a presentation on the results of the research that the research has reached and then its interpretation within the limits of the skills that previously occurred, textbooks that have been chosen as a

research community, recommendations and proposals, and as follows:

First: To answer the first question of the research, which states (What is the level of the degree of availability of self-learning skills in the reading book for the fourth grade of primary school?)

The book consisted of (140) pages, including (49) topics that were subjected to analysis, and after calculating the frequencies and the percentage weight for each skill, the researcher obtained the results based on

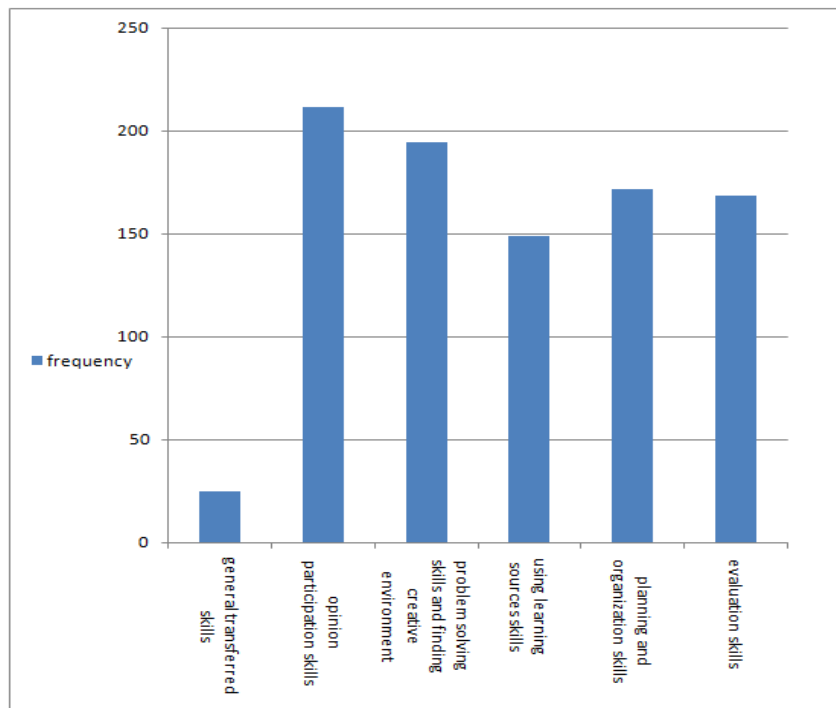


Figure No. (1) Repetitions and percentages of self-learning skills for Book IV of Elementary and their percentages

Figure (1) shows the following:

- 1- The assessment and evaluation skill ranked first among other fields, and it tops the self-learning skills available in the Arabic reading book for the fourth grade of primary school, as it reached a total of (213) iterations, while its percentage weight (reached 23.986).
- 2- The skill of sharing opinion came in second place among the self-learning skills

available in the reading book for the fourth grade of primary school, as it reached a total of (210) iterations, while the percentage of its weight reached (23,648).

- 3- The skill of problem-solving and creating a fertile environment for creativity ranked third among the self-learning skills available in the fourth-grade Arabic reading book, with a total of 203 repetitions, while its

percentage weight reached (22.860).

4- The skill of planning and organizing came fourth among the self-learning skills available in the reading book for the fourth grade of primary school, reaching a total of (145), While the amount of his weight was (16,327).

5- The skill of using scientific learning resources ranked fifth among the self-learning skills available in the Arabic reading book for the fourth grade of primary school, as it reached a total of (82) iterations, while the percentage of its weight reached (9.233).

6- General and transferred skills ranked sixth among the self-learning skills available in the reading book for the fourth grade of

primary school, with a total of (35) iterations, while the percentage of his weight reached (3.941).

Second : To answer the second question of the research, which states) What is the level of the degree of availability of self-learning skills in the Arabic reading book for the fifth grade?

After presenting, discussing and interpreting the results of the book for Arabic reading for the fourth grade of primary school, the researcher used the same method when dealing with the book for Arabic reading for the fifth grade of primary school, as the book consisted of (154) pages and included (58) topics that were analyzed and the researcher obtained the results as shown in Table (21)

Table (6)
Arithmetic means of tool domains in Book Five Elementary and their percent weight.

No.	the field	Total iterations	Percent weight	Rank
1-	Assessment and evaluation skills	180	21.12676	The third
2-	Planning and organizational skills	161	18.89671	The fourth
3-	Skills of using scientific learning resources	86	10.09390	Fifth
4-	Problem-solving skills and creating a fertile environment for creativity	201	23.59155	First
5-	The skill of sharing opinion	194	22.76995	the second
6-	Transferred general skills	30	3.521127	Sixth

The table above shows the following:

1. came problem - solving skills and create a fertile environment for creativity first place among other areas, which leads the self - learning skills available in the Arabic book reading grade V primary, reaching the total occurrences (201), while the total amount of weight percentile (23.59155).

2- The skill of sharing opinion came in second place among the self-learning skills available in the fifth primary reading book, with a total number of (194) iterations, while the percentage of its weight reached (22.76995).

3- Came assessment and evaluation skills ranked third among the self - learning skills

available in a book reading for grade V primary, reaching the total occurrences of (180), while the total amount of weight percentile (21.12676).

4- The skill of planning and organizing came fourth among the self-learning skills available in the Arabic reading book for the fifth grade of primary school, reaching a total of (161), while the total amount of weight percentile (18.89671).

5- The skill of using scientific learning resources came in the fifth rank among the

self-learning skills available in the Arabic Reading Book for the sixth grade of primary school, with a total of 86 iterations, while the percentage weight reached (10.09390).

6- General and transferred skills came in the sixth and final rank among the self-learning skills available in the Arabic reading book for the fifth grade of primary school, with a total of 30 iterations, while the percentage of his weight reached (3.521127) .

Figure (2) shows the occurrences of each skill of self-learning skills

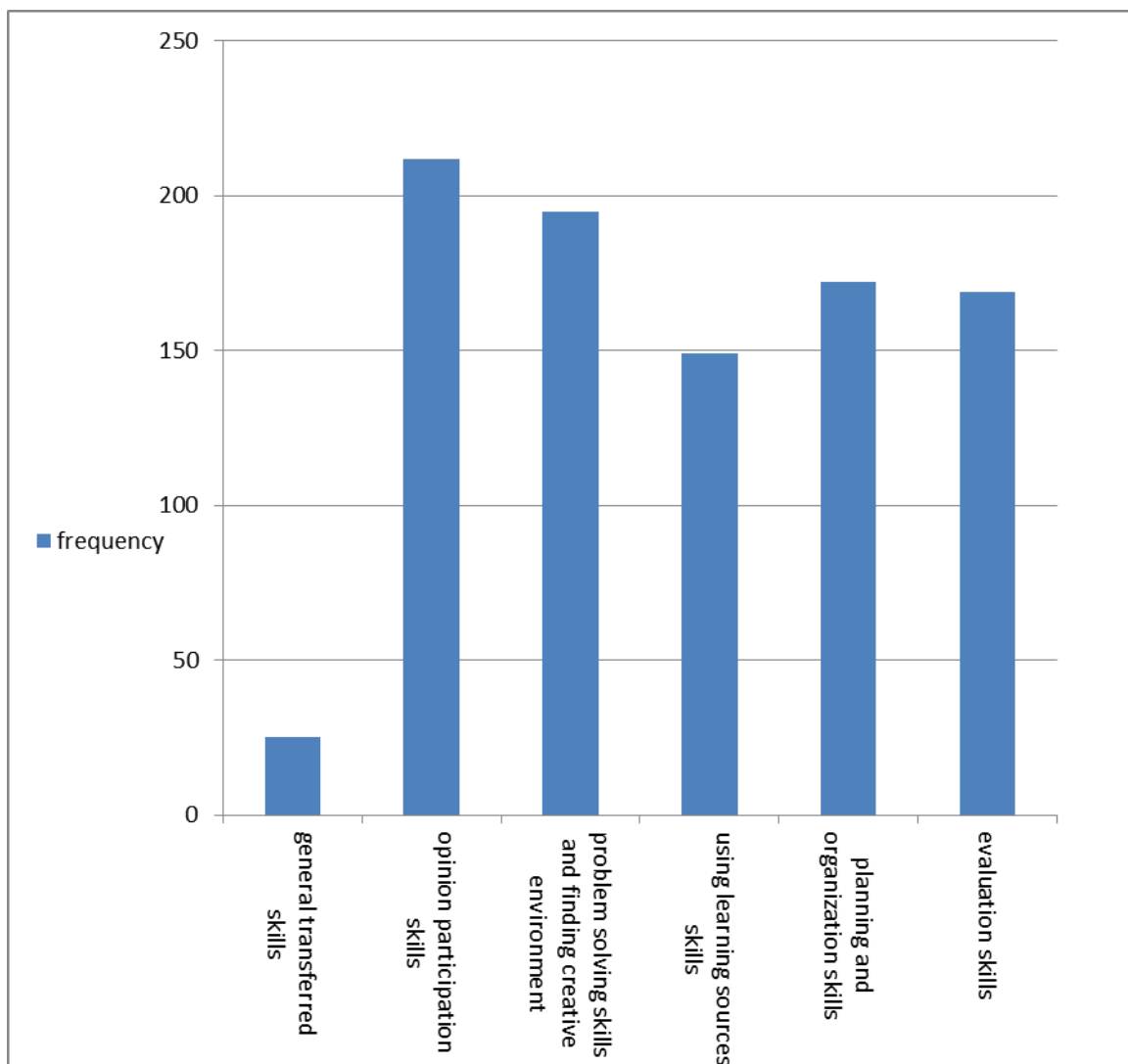


Fig. (2) shows the number of occurrences of self - learning skills in the book of Arabic reading grade of crude Q primary

The researcher attributes that the Arabic reading book for the fifth grade of primary

school did not take its sufficient share from the scientific learning sources that contribute

to the development of their knowledge of other sources in order to obtain information other than reading books, and because they need financial support, as for general and transferred skills, they came in last place because the book Reading for the fifth grade of primary school did not contain topics that need to know the relationship between the drawn and written information, and this is what we find Available in many other educational books, including mathematics, science and the like.

Third: To answer the third of the research, which states (What is the level

of the degree of availability of self-learning skills for the Arabic reading book for the sixth grade?)

After presenting, discussing and interpreting the results of the Arabic reading book for the fourth and fifth primary grades, the researcher used the same method when dealing with the book on Arabic reading for the sixth grade of primary school, as the book consisted of (135) pages and included (44) that topics were analyzed and the researcher obtained the results as shown in the table (7)

Table (7)

Total occurrences of the tool's domains in the sixth elementary book and their percentages

No.	the field	Total iterations	Percent weight	Rank
1-	Assessment and evaluation skills	169	18.32972	The fourth
2-	Planning and organizational skills	172	18.6551	The third
3-	Skills of using scientific learning resources	149	16.16052	Fifth
4-	Problem-solving skills and creating a fertile environment for creativity	195	21.14967	the second
5-	The skill of sharing opinion	212	22.99349	First
6-	Transferred general skills	25	2.711497	Sixth

The table above shows the following:

- 1-The skill of sharing opinion ranked first among other fields, and it tops the self-learning skills available in the Arabic reading book for the sixth grade of primary school, with a total of 212 iterations , while its percentage weight reached (22.99349%).
- 2- It came problem - solving skills and create a fertile environment for innovation ranked second among the

self - learning skills available in the book reading the sixth primary, reaching the total occurrences (195) , while the total amount of weight percentile (21.14967%).

- 3- It came the planning and organization skills ranked third among the self - learning skills available in the book reading of the sixth grade of primary, reaching the total occurrences of (172) , while the

total amount of weight percentile (18.6551%).

- 4- It came assessment and evaluation skills ranked fourth among the self-learning skills available in a book reading grade sixth primary, reaching the total occurrences (169) , while the total amount of weight percentile (18.32972%).

- 5- The skill of using scientific learning resources ranked fifth among the self-learning skills

available in the reading book for the sixth grade of primary school, with a total of 149 iterations , while the percentage weight reached (16.16052%).

- 6- General and transferred skills came in the sixth and final rank among the self-learning skills available in the reading book for the sixth grade of primary school, with a total of 25 iterations , while the percentage weight reached (2.71149).

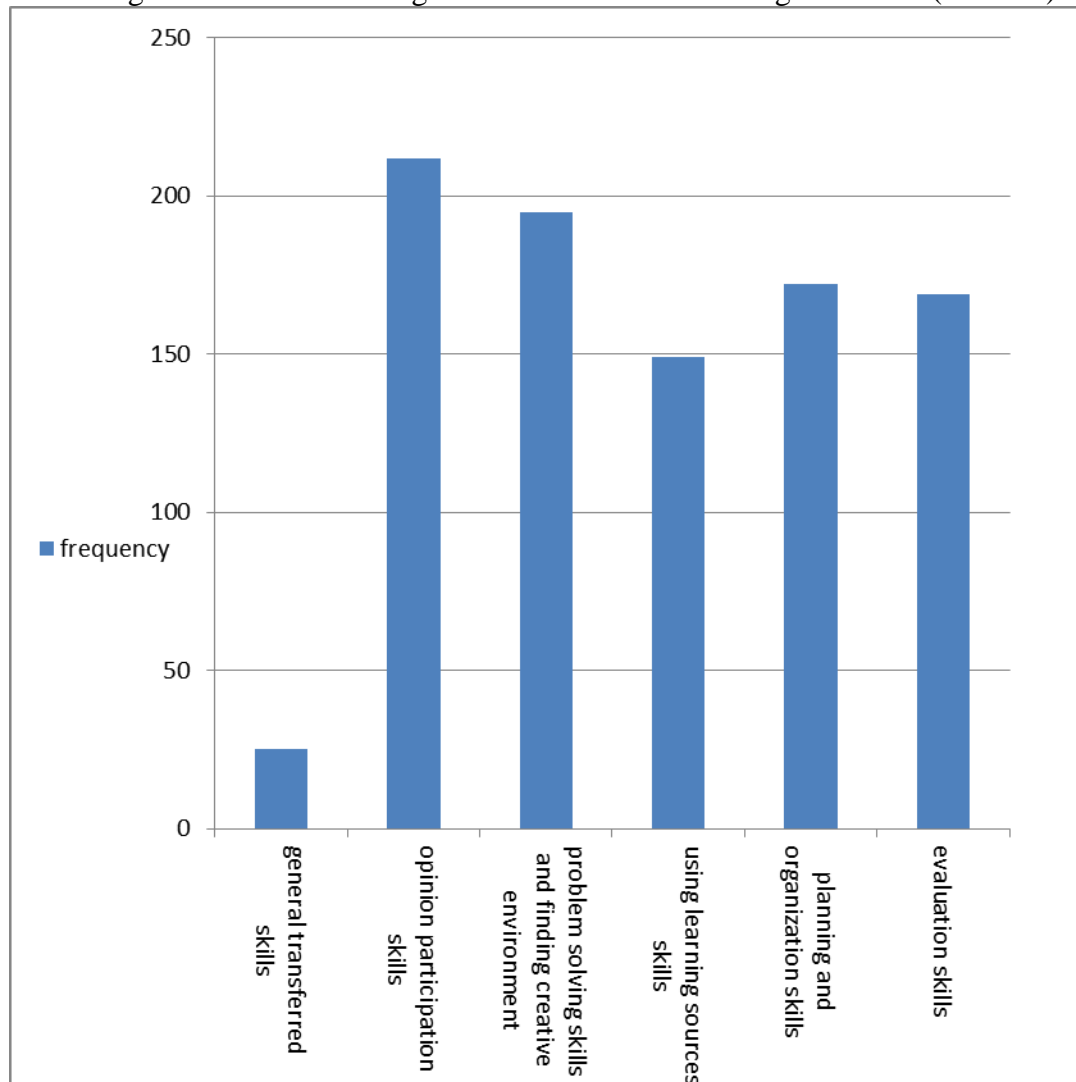


Figure (3)
The number of iterations of self-learning skills shows in the sixth-grade Arabic reading book

After presenting, discussing and interpreting the results of the sixth grade Arabic Reading book

The researcher used the same method when dealing with the Arabic reading book for the fourth and fifth primary grades, as the reading book for the sixth grade of primary school consisted of (135) pages and included (44) topics that were analyzed and the researcher obtained the results as shown in Table (6)

In regards to the available degree of skills acceptable results showed that participation opinion skills, was ranked first number Tkaradtha in the book of Arabic reading of the sixth grade of primary amounted to (212) again and see the researcher to participate opinion and interaction between classmates and innovation in decision - making is the foundation of the learning process so we find educational institutions involved in the education process pay attention to adults in the promotion of the book this skill as well as the results showed that the skill of solving problems and creating a fertile environment for creativity got second position with recurrences reached (172) repeatedly, and that modern guidance in the field of education and institutions are urged to solve problems and create a fertile environment for creativity by creating an atmosphere of creativity and scientific level commensurate with the stage of study and are based largely on the planning and organization skill which got a number of iterations reached 172 again, a good percentage compared with other skills,

As for the evaluation and evaluation skill, it obtained a number of (169) iterations, and the researcher believes that planning and organizing is one of the pillars of the learning process and it represents the focus of the process that can be through knowing learners the extent of their collection of information and how to record it, as well as defining the appropriate time to start and finish the educational process.

As regards available with low skills as the skill of the results showed the use of learning resources and scientific occurrences obtained amounted to (149) repeatedly, skills and

general got transferred to a number of iterations have reached (25) repeatedly

These skills indicate their availability to a weak degree when compared with the arithmetic mean of the total skills of (153) repeatedly, and the researcher attributed that the book for Arabic reading for the sixth grade of elementary school did not receive a great interest in scientific learning skills. This is because they need high financial and technical support that educational institutions in Iraq lack, and they also did not have the general and transferred learning skills, which came last because reading books did not contain topics that need to know the relationship between the drawn and written information, and this is what we find available in many educational books. Others, such as mathematics, science, and the like

Conclusions:

In light of the findings of the research, the researcher concluded the following conclusions

1- There is a wide variation in the rates of availability of self-learning skills in reading books for the fourth, fifth and sixth grades.

2- There is no unified scientific rule for selecting subjects at the primary level based on self-learning skills.

3- Self-learning skills, such as the skill of evaluation and evaluation, had higher rates in the reading book for the fourth grade of primary school, followed by the reading book for the fifth grade of primary school. As for the sixth primary book, the rates of availability of the evaluation and evaluation skill were few.

4- The skills of using scientific learning resources were the largest percentage available to them in the fourth grade Arabic reading book, followed by the fifth grade Arabic reading book, and the lowest for the sixth grade Arabic reading book.

The problem-solving skills and creating a fertile environment for creativity were the largest percentage available for them in the fourth grade Arabic reading book, followed by the fifth grade Arabic reading book and the lowest for the sixth grade Arabic reading book

Recommendations:

In light of the results and conclusions reached by the researcher, the researcher recommends the following:

1- The necessity to include reading books for the upper three grades of the primary stage for self-learning skills in greater proportions.

2- Work Enhancing reading books for the upper three grades with self-learning skills by curriculum designers, which develop higher skills such as the skill of reasoning, deduction, analysis and summarization of texts.

The need to take into account self-learning skills in Arabic reading books for the upper three grades of primary school, so that one skill does not overwhelm the rest of the various types of skills

The proposals:

In continuation of the current research, the researcher suggests the following:

1- Conducting a study similar to the current study on the stages of study (intermediate and preparatory).

2- Conducting a comparative study between reading books for the upper three grades of elementary school in Iraq with another Arab country whose curricula are subject to international standards.

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