

Analysis of the questions of the clear rhetoric book for the preparatory stage of reading according to Bloom's classification and the skills of basic science operations

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Abstract

The current study aims to identify the analysis of the questions of the book of clear rhetoric for the preparatory reading stage according to Bloom's classification and skills of basic science processes, and to answer the following questions:

- 1- What are the levels of learning measured by the questions of the book of clear rhetoric for its three sections in the reading preparatory stage, and the weight given to each of the levels according to Bloom's classification (cognitive field)?
- 2- What are the basic science operation skills measured by the clear questions of the book of rhetoric in the reading preparatory stage, and the weight given to each skill of the basic science operations?
- 3- What are the type of questions in the book of clear rhetoric for its three sections in the reading preparatory stage (article, objective) and what are the weights of each of these two types?

Also, the following criteria obtained a complete agreement and thus were adopted to become the reliable tool.

Keywords: cognition, preparatory school, clear rhetoric and Holsti.

INTRODUCTION

Bloom's classification of cognitive Domain

The reliability was extracted in the analysis of the questions using the HolsTi equation, and the reliability coefficient was between the researcher and the first analyst (0.89), and between the researcher and the second analyst (0.91) and the first analyst with the second analyst (0.93).

Basic science operation skills

The reliability was extracted in the analysis of the questions using the HolsTi equation, and the reliability coefficient was between the

researcher and the first analyst (0.90), and between the researcher and the second analyst (0.92) and the first analyst with the second analyst (0.94).

The researcher processed her data statistically using chi-square, percentage, arithmetic mean, and HolsTi equation.

Among the most important conclusions reached by the researcher:

1. The questions of the book of clear rhetoric in its three sections for the reading preparatory stage focused on the level of application, understanding, structure, analysis)

The level of application was more, followed by understanding, then structure, and analysis

The level of knowledge was a little, and the level of evaluation was very weak in the book of clear rhetoric / section two. The science of the statement is for the fifth preparatory reading class, and it is absent in the first section (the science of meanings) for the fourth preparatory reading class, as well as in the third section (the science of semantics) for the sixth preparatory class.

2. The questions of the book of clear rhetoric in its three sections for the preparatory stage of reading focused on the skills of basic science operations (induction, deduction, inference, and classification), and the skill of induction was more, then followed by the skills of deduction and inference, and the skill of classification was a small percentage in the book of clear rhetoric for its three sections. (The science of meanings, the statement, and the semantics).

The problem of the study:

Rhetoric remained difficult and restrictive, especially when some of them took it in the form of templates that do not rely on analytical studies. This leads to the fact that rhetoric in our schools remains a mere memorization of texts, definitions, evidence and terminology until the lesson of rhetoric is transformed into a lesson in riddles that needs to be resolved after a strenuous effort (Al-Dulaimi, 1985).

The researcher believes that the content's lack of interest in the development of literary talents among students is due to the content's failure to meet their needs, psychological characteristics and requirements for their growth. Also, among the reasons for the difficulty is due to the rhetoric subject and the lack of its share of questions, the ambiguity of the objectives and their overlapping and the lack of dealing with the different levels of knowledge, emotional and skill, and the weak link between objectives and preparations. Students and their abilities and their incongruity with their tendencies (Al-Hashash, 2001).

The importance of the study:

Education constitutes the true spirit of social life in its various diversities, and it performs vital functions that enable human societies from the elements of their existence and continuity, as no society can exist and continue to exist without an educational system that guarantees it this continuity and guarantees it the ability to adapt according to specific cultural patterns (Badrkhan, 2015).

Education is a means of social continuity for the individual, and it is the way to develop the learner's affection, and to provide him with a skill in life at its social and moral levels, and to direct his behavior.

It keeps pace with the requirements of life, so society today is interested in the educational process, aims at it, and uses it for whatever it wants of education or training (Zayer & Ayez, 2014).

The educational process is not limited in its mission to the individual only, but extends to the society as a whole. On the part of the individual, it tries to reach the degree of perfection by developing good morals, and on the part of society it tries to develop its members, and create from them good citizens who work for the benefit of the society in which they live. Thus, it is a process of social normalization in which the individual acquires his human quality through socialization, interaction and social normalization (Al-Omrani, 2014).

The importance of the current research is reflected in the following:

1. The importance of our Arabic language because it is the language of the Noble Qur'an.
2. The importance of the preparatory stage of reading because of the maturity of abilities and mental and physical growth that characterizes this stage.
3. The importance of the clear rhetoric book, its content, and the necessity of preparing it in a way that links it with reality and encourages the use of basic science operations skills, as well as

Bloom's classification levels of the cognitive domain in adapting to reality.

4. The current research provides an objective and scientific tool for analyzing the content of rhetoric books, which helps researchers and scholars in analyzing rhetoric books for the other stages in the light of the skills of basic science processes as well as the levels of Bloom's classification of the cognitive domain.

5. Attempting to benefit the competent authorities, especially the Ministry of Education, of the results of the current research in an attempt to develop curricula for all stages.

Aims of the study: The current research aims to find out:

1- What are the levels of learning measured by the clear questions of the book of rhetoric for its three sections in the reading preparatory stage, and the weight given to each of the levels according to Bloom's classification (of the cognitive domain)?

2. What are the basic science operations skills measured by the questions of the book of clear rhetoric for its three sections in the reading preparatory stage, and the weight given to each of the basic science skills?

3. What are the types of questions in the book of clear rhetoric in its three sections in the reading preparatory stage, type (article - objective) and the weight of each of these two types.

Limits of the study: The current search is limited to: -

a. Spatial boundaries: - The Ministry of Education / the preparatory Islamic reading stage.

B. Time limits: The academic year 2021-2022.

c. Objectivity limits :-

- Clear Rhetoric Book questions for grades (fourth, fifth, sixth)

- Bloom's classification of the cognitive domain (knowledge, understanding, application, analysis, structure, evaluation)

- Some of the basic science operations skills: induction, deduction, inference, classification. These four skills were adopted after taking the opinion of the arbitrators.

Definitions of terms:

Analysis

a. In language

bn-Manzur (2005) states it is undoing the knot: opening it and undoing it, so it is unraveled, and the solution: undoing the knot.

b. Idiomatically

"one of the research methods that are used to describe the apparent content or the explicit content of the material objectively, logically, quantitatively"(Al-Shammari, Mahmoud, & Al-Shammari, 2009, p. 39)

Procedural definition of analysis:

"It is the fragmentation of the whole into parts from the tabulation and classification of data and information related to the questions of the subject to the research experience. The subjects of the clear rhetoric are for the fourth, fifth and sixth reading preparatory classes, for the purpose of displaying and interpreting them according to the criteria of assessment levels for the cognitive domain of Bloom's classification and the skills of basic science operations (induction, inference, and inference and classification) to determine the availability of criteria in those questions.

questions:

a. Language:

"It is the singular of question and question in the language in the sense of intelligence. I asked him about a thing in the sense that I asked him." (J. A.-D. B. M. Ibn-Manzur, 2015, p. 579)

b. idiomatically

According to Hamida, Mokhtar, and others (2003)"It is the formulation of verbal verbs that are in an interrogative form, the purpose of which is to obtain an answer that includes

information about the questioner, and the teacher performs it in writing or orally”.

procedural definition

It is an interrogative sentence and is in the form of an objective or an article that is formulated with the aim of answering them after the end of each study topic decided in that class.

a. The book is a language: “The book is well-known, and the plural is written and written, a thing is written by writing and in writing, and the book is a name for what was written collectively; the book is a source; and writing is for someone who has a craft.”(bn-Manzur, 2005, p. 17)

a. idiomatically

1. Tawfiq and Al-Hila (2000)define it as “a holistic system that deals with the element of content, activities, and evaluation, and aims to assist learners and teachers in a class and during a given period of study in achieving the desired goals as defined by the curriculum”.

Rhetoric:

a- language

It was defined by A. A.-F. J. A.-D. B. M. A.-M. Ibn-Manzur (2002) as “End and reach. pg. 498-499)

b. Idiomatically:

“Everything whose meaning reaches the heart of the listener, so he masters it in himself, then masters it in himself is like mastering it in yourself with an acceptable picture, and a good exhibition”(Al-Askari, 1971, p. 16).

Procedural definition of the book of rhetoric:

It is a textbook for teaching reading preparatory students and for grades (fourth, fifth and sixth) and is approved by the Department of Religious Education and Islamic Studies and consists of three sections (the science of the statement, the meanings, and the semantics).

Preparatory stage:

It is: “a stage of study that falls within the secondary stage after the intermediate stage, in

which the study period is three years and aims to qualify students to specialize in the sciences of reading the Noble Qur'an as a tool, interpretation, memorization and recitation, to meet the needs of religious and media institutions.”(“Bylaws of the Iraqi Center for Reciting the Noble Qur'an No 3,” 2008, p. 17).

Theoretical background

Content analysis concept.

The process of analysis is inherent in human thought that aims to clearly understand things and phenomena by isolating their elements from one another, and knowing the characteristics or characteristics of these elements, and the nature of the relationship that exists between them. The content is everything that an individual says or writes to achieve communicative goals with others. It is linguistic symbols that are organized in a certain way that is related to the personality of the individual or his social characteristics(Azim, Abdullah, & Azim, 2012).

When linking analysis to content, we find that there is a difference in its definitions according to the differing opinions of its authors in itself, or a method, or a tool for research. Some researchers believe that content analysis is a method, depending on the fact that it has special research procedures, in terms of defining the problem, formulating hypotheses, sample tests and other similar procedures to scientific research methods(Taima, 2004).

Content analysis is also defined as “a method of scientific research that aims at objective, organized and quantitative description of the apparent content of the communication material, or the investigation of information in the content of printed communication materials” (Ali, 2011, p. 33).

The researcher believes that the second definition is closer to the study. It explains the method of analyzing the apparent content, which combines quantitative and qualitative analysis at the same time. As for the first definition, there is no difference or difference,

despite some differences in its being a method or a tool. There are two main characteristics, which are quantitative and qualitative.

Elements of the course content:

The course content consists in detail of the following components:

1. Vocabulary: the main and sub-headings mentioned in the study unit or lesson.
2. Concepts and Terminology: Concepts are mental images that refer to a group of convergent elements that are expressed in one or more words. The terms are what was agreed upon on a specific thing.
3. Facts and ideas: Truth is data, events or phenomena whose validity has been hidden, and ideas are a set of general facts that explain phenomena or relationships.
4. Generalizations: A generalization is a statement that links or clarifies the relationship between two or more concepts.
5. Values and Attitudes: Values are the criteria against which attitudes or behavior are judged. The attitude is an individual, personal concept that determines a person's tendencies towards things, people, or situations, and affects his behavior towards them and works to direct this behavior in different situations.
6. Skills: These are the mental and practical practices that students carry out and that are inciting students to educational experiences that are intended and planned.
7. Drawings, pictures and illustrations.
8. Activities, exercises and questions(Adel, 2002)



Figure (1) Elements of the course content
(designed by the researcher)

Content selection criteria:

The curriculum has criteria in light of which the selection of content must be made, due to the need for them in light of informational developments in the academic and educational fields, and these criteria are:

1. Honesty: The content is considered truthful when it is realistic, original and scientifically correct, and in this way it complies with the standards of the various subjects and the objectives set.
2. Meet the learner's needs: the content must be related to the learner's needs and previous experiences, and work to help the learner comprehensively.
3. Importance: The content is important when it is of value in the learner's life, and applies it in the activities and skills of daily life.
4. Balance: It means that the experiences are represented in the content according to their true weight, so as not to overshadow their true importance (Azim et al., 2012).

Al-Dharaba (2006) conducted a study in Jordan and aimed to identify the extent to which the comprehension questions in our Arabic language book for the fourth grade focus on developing students' thinking skills according to Bloom's cognitive levels.

The researcher followed the descriptive approach, and the study sample consisted of all the comprehension questions contained in the book, as their number reached.

She prepared her research tool, which is criteria for classifying questions according to Bloom's classification of the cognitive domain, and verified their validity and reliability.

Al-Khalidi (2009) in Iraq sought to analyze the questions of the book of rhetoric for the fifth grade literary according to Bloom's classification of the field of knowledge.

The researcher followed the descriptive approach, and the research sample consisted of (89) questions and (36) exercises.

The researcher prepared a list of good questions criterion, and treated her data statistically using percentage, Scott's equation and chi-square, and the most important findings of this study:

1. The largest percentage of the questions from the application level was (28), and at a rate of (31.5%), followed by the analysis of the questions (26) questions, at a rate of (2,29%), then followed by comprehension questions (17) questions, at a rate of (1,19%), followed by questions of remembrance (10) questions, at a rate of (2,11%). And the syntax questions are (8) questions, and at a rate of (9%)(Al-Khalidi, 2009).

Research Methodology:

The descriptive approach is one of the forms of organized scientific analysis and interpretation to describe a specific phenomenon or problem and depict it quantitatively by collecting data and standardized information about the phenomenon or problem, classifying, analyzing and subjecting it to careful study (Melhem, 2012).

The researcher adopted the descriptive analytical method to analyze the questions of the Book of Clear Rhetoric (and its three sections) for the preparatory reading stage.

I followed the content analysis method, which is a method of scientific research. Its purpose is

to know the characteristics of the communication material or the curricula, and to describe these characteristics as a quantitative description expressed in quantitative symbols in addition to the results obtained by other methods. Thus, it is used in describing the materials. It depends on determining the objectives of the analysis and the unit of analysis, in order to find out how common a phenomenon, concept, or idea is, and adopting the results as indicators that determine the direction of development (Attia, 2010).

Research procedures:

1. The research community and its sample:

The research community on which the current study is based consists of the clear questions of the book of rhetoric in its three sections for the preparatory stage of reading prepared by a committee in the Department of Religious Education and Islamic Studies, Department of Curriculum and Development mentioned within the limits of the research. It constitutes a community like the sample of the current research, and the number of pages analyzed and the book with its three sections (128) pages. The questions consist of (454) questions distributed among the clear rhetoric book with its three sections for the preparatory study for reading and as follows:

The fourth middle school (252) with a rate of (55.5%), the fifth middle school at (117) with a rate of (8,25%), and the sixth middle school (85) at a rate of (18.7%), and table (1) illustrates this.

Table (1) Distribution of questions between the book of clear rhetoric in its three sections for the preparatory reading study, according to their frequency and percentage

Class	The number of sets of exercises	Number of questions	percentage
Fourth middle	71	252	% 55 ,5

school			
Fifth Preparatory	66	117	%25, 8
Sixth preparatory	39	85	%18, 7
Total	176	454	%100

2. the tools of the study:

To achieve the objectives of the research, the researcher used the content analysis method, which is a research method used to describe the apparent content in an objective, orderly and quantitative manner (Al-Samouk and Al-Shammari, 2005, 72).

With regard to this research, the tool was represented by preparing criteria for good questions, on the basis of which the researcher tries to determine the extent of their availability

in the book (The Clear Rhetoric of its Three Sections) for the preparatory reading stage.

It was prepared as follows: -

1. Interviewing a number of specialists in the methods of teaching science, the Arabic language and its methods, measurement and evaluation, and Arabic language teachers and teachers, and deliberating with them regarding these criteria (Appendix /4).

2. Reviewing the sources and literature that dealt with Bloom's classification of the field of knowledge, including (Salem, 1998)

(Appendix 4), in order to take their opinions on these criteria that are used as a research tool, and to verify the validity of the criteria, the percentages of agreement were extracted as follows and Table (2) illustrates this

Table (2) Percentages and chi-square (Ca2) to find out the validity

Control number	Number of experts	Number of experts agreeing to the item	Percentage	Chi calculated value	Statistical significance at the level (0.5)
.1a, b	18	18	% 100	18	Significant
c	18	17	% 94	14 , 2	Significant
d	18	16	% 89	11	Significant
E, f	18	14	%78	5, 6	Significant
.2a , g	18	11	% 61	1	Non- significant
c	18	18	% 100	18	Significant
d	18	17	% 94	14 ,2	Significant
h	18	16	% 89	11	Significant
o	18	15	% 83	8	Significant
z.b	18	13	% 72	3 , 6	Non- significant

j	18	12	%67	2	Non- significant
i	18	10	%56	.,22	Non- significant
.3	18	11	%61	1	Non- significant
.4	18	12	%67	2	Non- significant
.5a	18	17	%94	14 ,2	Significant
B	18	16	%89	11	Significant

In light of what the specialized experts have shown, the researcher relied on the following criteria:

Calendar levels for Bloom's cognitive domain

EvoLuaTion Levels for cogniTive Domain by Bloom

3. Description of the criteria used in the research:

The researcher prepared a description of the contents of these criteria, and used Bloom's description, basic science process skills and the quality of questions in analyzing the clear questions of the book of rhetoric for its three sections (science of statement, meanings, and badi) for the preparatory stage of reading, and the research was limited to:

Statistical means:

To achieve the objectives of the research, the researcher used the following statistical methods:

A- Percentage and arithmetic mean

Frequency and percentage and arithmetic mean

B- HolsTi equation To find the stability of the analysis

$$cR = \frac{2m}{n_1 + n_2}$$

Here :

cR is the stability factor of the analysis

M refers to the categories agreed upon by the researcher with himself with the second analyst.

N1 refers to the categories that were analyzed in the first analysis.

N2 is the categories analyzed in the second analysis(Taima, 2004).

C- chi-square

Here : $\chi^2 = \sum \frac{(f_0 - f)^2}{F}$

χ^2 = chi's test

Σ = sum

Fo = Observed frequency

F = Expected frequency(Al-Bayati & Al-Salihi, 1977)

Results and discussions:

This chapter includes an analysis of the questions of the book of clear rhetoric (for its three sections) for the preparatory reading stage according to Bloom's classification and skills of basic science processes and the quality of questions and their interpretation as follows:

1. What are the levels of learning measured by the clear questions of the book of rhetoric for its three sections in the reading preparatory stage, and the weight given to each of the levels according to Bloom's classification (cognitive domain)?

A- The Book of Clear Rhetoric (Section One / The Science of Meanings) for the fourth grade of preparatory reading:

The first topic (dividing speech into news and structure includes the questions which were mostly at the level of (application, understanding, analysis, structure). So their percentage of the topic questions (40%) was application, then followed by questions of understanding, analysis and structure at an equal rate (20%) for each.

The second topic (the purpose of delivering the news) deals with most of the questions at the level of (structure, application, knowledge, understanding), as their percentage of the composition questions was (54.6%). They are then followed by the application questions, at a rate of (2.3%). Next, were the questions of knowledge and understanding in equal proportions (1.9%), respectively.

Conclusions:

The questions in the book of clear rhetoric in its three sections for the reading preparatory stage focused on the level (application, comprehension, structure, analysis) and the level of application was more, followed by comprehension, then structure and analysis for the preparatory reading stage according to Bloom's classification and skills in basic science processes, and to answer the following questions:

1-What are the levels of learning measured by the clear questions of the book of Rhetoric for its three sections in the reading preparatory stage, and what is the weight given to each of the levels according to Bloom's classification (cognitive field)?

2-What are the basic science operations skills measured by the clear questions of the book of rhetoric in the reading preparatory stage and the weight given to each skill in the basic science operations?

3-The type of questions in the book of Clear Rhetoric for its three sections in the reading

preparatory stage (article, objective), and the weight of each of these two types.

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