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Evaluation of the applicators of the Arabic language department in the faculties of basic education in the light of cognitive competencies

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Abstract---The current research aims to "evaluate the level of the applicators of the Arabic language department in the faculties of basic education in the light of cognitive competencies." To some extent, not available), and the researcher made sure of the tool's validity and stability, and the researcher applied his research tool to a sample of the applicators of the Arabic Language Department at the College of Basic Education at the University of Babylon, in the center of Hilla District, Musayyib District and Al Mahaweel District, amounting to (50) applied and applied For the academic year (2021-2022 AD) and after applying the tool and unloading the data, analyzing it and processing it statistically in the Statistical Package for Social Sciences (SPSS) program, the researcher reached a number of results, the most prominent of which were :The level of availability of cognitive competencies for the applicators of the Arabic language department was good.

Keywords---evaluation applicators, Arabic language department, basic education, cognitive competencies.

Introduction

Research problem

If the process of preparing applied students is limited to providing them with knowledge and teaching methods in their theoretical and applied form, it is not

sufficient to prepare a successful teacher, because the teaching profession has its own cognitive and performance competencies. And if there is a defect in the cognitive competencies, the teacher cannot achieve the educational goals no matter how superior his performance competencies and this is confirmed by modern educational trends in preparing teachers. (Zayer and others, 2011: 98). The short period of rehabilitation in the faculties of basic education and the lack of familiarity with modern assessment methods that express the requirements of the new stage of education and compatibility with public life are problems that cause poor performance of applicators in the classroom.(Al-Abdullah, and two others, 2017:56). Providing a good applied student is a commitment towards young people, and towards the level of the teaching profession. In addition to this, the emergence of new skills for teaching related to the use of educational technologies pushes us to reconsider teacher preparation programs from time to time; To enable the applicators to master those skills whose use has become necessary; Because it helps them to provide important clarifications to the students, and to stimulate them to learn, and the changing role of the applicator who crossed the traditional borders requires that his preparation programs before and during service be programs that provide experiences and educational methods, and everything that the teacher earns is general competencies, and other specific quality (cognitive competencies) It is commensurate with this role, and with the requirements of recent developments in the objectives of education, its content, methods and sources.(Al-Arroussi, 2016:34)

Research Importance

The educational evaluation helps in planning educational activities and their methods, and it informs individuals of their different relationship with the educational institution with the efforts of this institution and its impact on achieving the goals of the teaching and learning process, and contributes to judging the level of procedures and practices followed in the teaching and learning process, and provides a base of information that requires users of Educational decisions regarding the educational process's inputs, processes and outputs. (Spring, 2008: 157)And the evaluation process is based on the process of collecting information according to which decisions are taken, and the process of collecting information on which the evaluation is based is what is called measurement. Evaluation is a process based on measurement and depends on it. (Atiya, 2013: 201)And cognitive competencies mean the competencies that include knowledge and concepts that the applied student is able to and provide the learner with. Educational programs that relate to the characteristics of learners and the ability to plan and choose appropriate teaching methods (Marei, 2003: 25)Possession of cognitive competencies means that the applied student possesses the knowledge necessary to practice work, without there being an indication that he has the ability to perform. As for the teacher's possession of the performance competencies, it means that he is able to demonstrate his abilities to practice the multiple skills of teaching without that there is an indication that this teacher is able to bring about a desired result or a desirable change in the performance of his students. (Jaradat, 2008: 68)

The researcher summarizes the importance of the research in the following points

1. The importance of education as a necessity for man and society to preserve heritage.
2. The importance of the Arabic language as the language of the Noble Qur'an, as it is the cornerstone in building the Arab nation.
3. The importance of the teacher as one of the pillars of the educational process and as the cornerstone of the success of education.
4. The importance of cognitive competency skills in knowing the level of applied students

Research Objective

The current research aims to:(Evaluating the level of the Arabic language department implementers in the faculties of basic education in the light of cognitive competencies)To achieve the goal of the research, the researcher put the following question: What is the availability of cognitive competencies for the applicators of the Arabic language department?

Research Limits

The search is limited to the following limits

1. Cognitive limitation: Cognitive competencies.
2. Spatial Limit:Department of Arabic Language in the College of Basic Education / University of Babylon
3. time limitThe second semester of the academic year (2021-2022)
4. The human limit

Fourth year students

Fifthly, define terms

Calendar language

The right of a thing: its steadfastness / its justness, for it is upright and upright. (Al-Zubaidi, 2000:312)

The calendar is a term defined by:

1. Al-Absi that:An intentional, organized process that aims to collect information about the educational process, which leads to the issuance of judgments related to students, teachers, programs, or the school, which helps direct educational work and take appropriate measures to achieve the desired goals (Al-Absi, 2010: 15)
2. Al-Shujairi and Al-Zuhairi that:It is meant to judge the request In light of their closeness or distance from the required level of physical, mental, emotional and social development, i.e. the means by which the applicator proves the achievement of the educational goals for which the textbook was developed to modify the behavior of learners for what they have acquired of

skills and attitudes to face the problems of scientific and non-scientific life (Al-Shujairi and Ali, 2022 :132)

3. Procedural definition of evaluation: It is the process of issuing a judgment on the level of the implementers of the College of Basic Education / Department of Arabic Language with the aim of revealing the strengths and weaknesses in their level of performance through the observation card prepared by the researcher for the purposes of the study.
4. Applied student: language applied (noun) subject of a dish

The applied student was defined by

1. David that: The teacher who acquires the training period and is dyed with the spirit of the profession and gives him the opportunity to deal with him as a teacher, not a trainee. (Daoud, 2014:36)
2. Al-Rubaie and Ali: (It is a systematic procedure associated with a targeted behavioral change and aims to develop three main aspects: behavioural, skill and cognitive. (Al-Rubaie and Ali, 2017: 79)
3. Procedurally applied student definition: He is the student in the fourth stage in the College of Basic Education who carries out the application process, under the supervision of the department in which he studies, in primary schools.

Cognitive competencies are defined by

1. Al-Jallad: a set of information, mental abilities and intellectual skills necessary for the individual to perform his tasks in various fields and activities related to these tasks (Al-Jallad, 2007: 66)
2. Al-Arnoussi: The ability of the teacher to employ a complex set of knowledge, patterns of behavior and skills while performing his educational roles in the classroom to a degree not less than a specific level of measurable mastery. (Al-Arnoussi, 2016:30) and procedural cognitive competencies She is the master of everything related to his specialization.

Previous studies

1. Al-Issawi study (2005) This study was conducted at the University of Babylon, College of Basic Education, and it aimed to know the level of the students of the Arabic Language Department in the College of Basic Education in analyzing literary texts. Basic education in analyzing literary texts.
2. Al-Hasnawi study (2008 : (This study was conducted at the University of Babylon, College of Basic Education, and aimed at evaluating the performance of the applicators of the Arabic language department in the faculties of Basic Education in the light of educational competencies.
3. The lack of interest of Arabic language applicators in preparing daily plans for Arabic language topics, in which they refer to the behavioral objectives, means, and the most important paragraphs of the topic, which led to their poor performance in teaching Arabic.
4. The lack of interest of the applied students in the links between the branches of the Arabic language and their dependence on teaching each

subject as if it was far from the other, which led to a weak disintegration of their performance in a direct way.

Aspects of benefit from previous studies

1. He knows the sources and literature that the researchers used to benefit from in writing the theoretical topics related to the current research.
2. Choosing the appropriate sample size for the current research.
3. Examining the tools used in measuring and measuring cognitive competencies

First, the research method

The descriptive approach was used to fit the nature and data of the study

Second: Research procedures:

Research community

The current research community consisted of the two students of the Arabic language department for the academic year (2021-2022), which numbered (186) and applied, with (113) applied and (73) applied.

Research sample

The sample of the current research consisted of (50) applied and applied were chosen by the intentional way, as it reached (50) applied and applied constituted (40%) of the sample of the current research.

Search tool

The researcher collected data using the quantitative method through the use of a questionnaire tool that was designed by reviewing many previous studies and lists of cognitive competencies and benefiting from the experiences of many specialists, with the aim of determining the necessary cognitive competencies for applied students. The researcher took into account the broad lines that must be taken into account when developing the questionnaire, which are summarized as follows:

1. It should be as simple and clear as possible
2. Asking important and understandable questions.
3. The questions should be logically series.

Determine the paragraphs of the questionnaire

To determine the paragraphs of the questionnaire, the researcher derived the necessary cognitive competencies for applied students from the following sources:

1. Previous research and studies in the field of preparing lists of competencies
2. The nature of practical education in terms of its concept and characteristics.
3. Recent trends in the interest in practical education.

4. The reality of the practical education curriculum (objectives, content, new methods and methods, evaluation, and characteristics of applied students. Through these sources and the researcher's modest experience in this field, he derived an initial list of teaching competencies necessary for applied students, consisting of (36) adequacy.

The objectives of the questionnaire: The research tool in its initial form consisted of (36) cognitive adequacy distributed over four main areas:

- 1- Lesson planning competencies.
- 2- Competencies for implementing the lesson.
- 3- Competencies of evaluating the lesson.
- 4- (Personal Competencies)

Authenticity of the tool

The questionnaire was presented to twenty-two arbitrators specialized in curricula and teaching methods of the Arabic language to express their opinions about the integrity of the paragraphs, and to suggest appropriate alternatives. The researcher took the opinions of experts about modification, addition or deletion, where the scale in its initial formulation was (36) sufficiency, and the researcher approved approval of (85%). from the experts, and no paragraph was deleted, and the questionnaire became composed of (36) enough

Stability of the tool

The stability of the tool was obtained by calculating the correlation coefficients between the list of paragraphs (36), which measure the cognitive competencies necessary for the applicators, where the correlation coefficient reached (89%) at the general level, which is a very high percentage. As for the four axes of the questionnaire, the domain of personal competencies was (89%), evaluation sufficiency (88%), implementation sufficiency (86%), and planning sufficiency (85%)

Application of the tool

After checking the search tool (note card) it is ready for application, and before starting this application, the researcher performed the following:

1. A visit to the College of Basic Education, Department of Arabic Language, and handed over an assignment facilitation letter issued by the Graduate Studies Unit at the College, Annex (1), to inform him of the purpose of the visit
2. Inform the applicators of the Arabic language department, by visiting them, that their answers have nothing to do with the assessment to estimate the degree of the applied students.
3. Getting to know the applicator by making a class presentation of the subject to be taught to the students and recording the notes in the note card.

Statistical means

The following statistical and computational methods were used:

- Weighted mean
- weight percentile
- Arithmetic mean

Presentation and interpretation of results

This chapter deals with the presentation, interpretation and discussion of the results reached by the researcher, as follows:

- First: Presenting the results of the observation form, explaining the strength side and the weak side P in every major sufficiency.
- Second: Presenting the results of the observation form, explaining the strength aspect and the weakness aspect in each sub-competence included in the main competencies.

And since the researcher has relied on a scale consisting of three levels whose total weights are (6), by giving (3) for the first level (very good), (2) for the second level (medium), and (1) for the third level (weak), thus becoming Measuring average (2) This mean was considered a criterion for separating the adequacy that represents the strength side and the sufficiency that represents the weakness side, and thus the average percentage weights (40%) is a criterion for separating between the adequacy that represents the strength side and the sufficiency that represents the weakness side, that is, each adequacy Its weighted mean value reached (2) or more, and its weighted percentile (40%) represented the strength side, and for each adequacy its weighted mean value was less than (2), and its weighted percentile less than (40%) represented the weakness side. After the researcher applied the observation form to the research sample (applicants of the Arabic Language Department in the College of Basic Education, University of Babylon), the frequencies were collected for each adequacy and according to its levels, then found the value of the weighted mean, and the percentile weight.

Presentation and interpretation of the results of the observation form

First: Presenting the results of the observation form, explaining the strength side and the weakness side in each major competency. After the researcher found the weighted means, and the percentage weights of the sub-competencies derived from each major sufficiency according to the researcher, the average of the sum of the weighted means, and the percentage weights of the sub-competencies that are within each major sufficiency and each separately to indicate the strength aspect and the weakness aspect in each major adequacy, and it showed The results showed that (Personal Competencies) came in the first place, with a weighted mean (2.76), and with a weight percentile (92), and came in the second place (Evaluation), with a weighted mean (2.544), and with a weight percentile (84.814), and it came in the third place (Implementation), with a weighted mean (2.501), with a percentage weight (83.384), and it ranked fourth (planning), with a

weighted mean (2.445), and with a percentage weight (81.449), and the table shows that

Table (1) The main cognitive competencies in the observation form are arranged in descending order according to the weighted mean, and the weight percentile

weight percentile	weighted mean	main competency	T in the form	Rank
%87.221	2.62	personal competencies	4	1
%84.814	2.544	Calendar	3	2
%82.256	2.46	Execution	2	3
%81.449	2.445	Planning	1	4

Second: Presenting the results of the observation form, explaining the strength aspect and the weakness aspect in each sub-competence within the main competencies.

In the following is a detailed presentation of each major skill in the observation form according to its rank, analysis and discussion of its sub-competencies on both sides of strength and weakness, as follows

Personal Competencies

In order for the researcher to know the extent to which the applicators of the Arabic language department have mastered the adequacy of personal competencies, the frequencies, the weighted mean, and the percentage weight were calculated for the researcher's assessment of the ability of the applicants of the Arabic language department to master this competency. 2.94 to (1.7) and their percentage weights (98) to (56.66), and the table shows that

Table (2)Frequencies, weighted means, percentile weights, and ranks for sub-competences derived from the main competency (personal competencies) arranged in descending order according to the weighted mean and percentile weight

relative weight	weighted mean	Repeat performance levels			sub sufficiency	T in the form	No
		weak	Average	Very well			
98	2.94	0	3	47	Has a decent appearance	2	1
95	2.86	0	7	43	characterized by emotional balance	3	2
95	2.86	0	7	43	Moves between students when necessary calmly and balanced	6	3
90.667	2.72	2	10	38	Observe working hours	5	4

88	2.64	0	18	32	His voice is clear and audible	1	5
56.66	1.7	25	15th	10	Improves the use of standard Arabic	4	6

It is clear from the above table that the only field in which the performance of the implementers exceeded the average of the scale (criterion) of (60) degrees in the field of (personal competencies), the weighted mean of the scores of the implementers in it was (2.76) degrees, and the weight percent reached (92), which Indicates that the performance of students applied in this field was within the acceptable level, and this study agrees with the result of the study of Clark, et al (clark and other, 1984), the researcher saw this in the applied students' attention to their personal appearances and the cleanliness of their grooming and their attempt to maintain the balance of their personalities in front of the students in the classroom; Because practical applications are the first for students applying to exercise their leadership roles, and prove their worth in the teaching profession.

First: The competencies that represent the strength aspect of the main competency (personal competencies)

Have a decent appearance

This competency ranked first, as it obtained a weighted mean (2.94), and a percentage weight (98), which indicates that the implementers of the Arabic language department take care of their general appearance and in a manner that suits the nature of public taste and sound innate habits.

It is characterized by emotional balance

This adequacy came in the second place, as it obtained a weighted mean (2.86), and a percentage weight (95.333), which indicates that the implementers of the Arabic language department are able to control their emotions and that they treat students well and respect them.

Moves between students when necessary, calmly and in balance

This competency came in the third place, as it obtained a weighted mean (2.86) and a percentage weight (95.333), and this indicates that the applicators of the Arabic language department enjoy control and balance in front of the students in the theater of the educational process, and this would allow security, confidence, and learning to achieve growth for students.

Taking into account working hours

This competency ranked fourth, as it obtained a weighted mean (2.72) and a weight percentile (90.667), and this indicates that the implementers of the Arabic language department are committed to working hours and this is what they learned from their professors at the university level.

His voice is clear and audible

This competency came in the fifth place, as it obtained a weighted mean (2.64) and a weight percentile (88). This indicates that the implementers of the Arabic language department have a clear voice during the explanation of the scientific material and have a healthy tone of voice free from defects and stuttering.

Second: the sufficiency that represents the weakness side

Improves the use of standard Arabic

This competence came in the sixth place, as it obtained a weighted mean (1.7) and a percentile weight (70), and the researcher believes that the reason for this is due to the lack of interest of the applied students in using the standard Arabic language, and the prevalence of colloquial in their speech, and this was actually clear through a visit The researcher refers to the members of his research sample, as most of the implementers tend to use the vernacular in their speech during the lesson on the pretext that the students have become accustomed to it from their teachers in other subjects, or it may be due to the fear of the applicator that he will compose during his speech as a result of his lack of control over the rules of the Arabic language. As stated in a study

Table (3) Frequencies, weighted means, percentile weights, and ranks for sub-competencies derived from the main competency (evaluation) arranged in descending order according to the weighted mean and percentile weight

weight percentile	weighted mean	Repeat performance levels			sub sufficiency	T in the form	No
		Weak	Average	Very well			
95,333	2.86	0	7	43	Appreciate the correct answers	8	1
94	2.82	2	5	43	Alerts students to correct answers after correction	6	2
93.333	2.8	1	8	41	It takes into account individual differences in formulating assessment questions	7	3
91.333	2.74	1	11	38	He adjusts his teaching methods according to the results of the evaluation	4	4
88,667	2.66	5	7	38	It addresses the weaknesses it discovers in students	9	5
86	2.58	7	7	36	Interested in	1	6

					achievement tests?		
74.667	2.24	10	18	22	Use a variety of evaluation methods according to the objectives	2	7
73.333	2.2	7	26	17	Students' responses are documented on an ongoing basis	3	8
66.667	2	13	24	13	Marks according to pre-prepared model answers	5	9

Calendar sufficiency

First: The competencies that represent the strength aspect of the main competency (evaluation)

Appreciate the correct answers

This sufficiency came with a weighted mean (2.86) and a percentile weight (95.333), and this indicates that the implementers of the Arabic language department use patting on the students when the correct answer to the question is correct and they use types of reinforces to motivate the students to receive the lesson with eagerness and longing together.

Students are alerted to the correct answer after correction

This adequacy came in second place with a weighted mean of (2.82), percentile weight (94), which in turn shows that the applied students use modern teaching methods while teaching by alerting students to the places of error in the transmitted and perspective dictation, and this in turn establishes the correct solution in the minds of the students.

Takes into account individual differences in formulating assessment questions

This sufficiency came in the third place with a weighted mean (2.8), and a weight percentile (93.333). It is noticeable on the students' performance applied in the course of teaching that they encourage shy students to participate, and that the students have the correct answers, but they do not give them, and this would enable them to achieve The educational objectives of the lesson correctly. Therefore, it is not possible to judge the individual as being very superior or very weak, because both superiority and mental weakness are relative to each of the individuals(.Al-Zoubi, 2015:52)

Modifies its teaching methods according to the evaluation results

This competency ranked fourth with a weighted mean of (2.74) and a percentile weight of (91.333). This confirms that the students applied in the Arabic language

department change their teaching methods and the methods prepared for teaching according to the characteristics of students and test results by following modern teaching methods and appropriate assessment methods.

Interested in achievement tests

This competency ranked fifth with a weighted mean (2.58) and a percentile weight (86), and this indicates that the applied students are interested in the tests, and scientific information is not established except by testing the students among themselves, such as (repetition by dividing the students into groups and using verified cards for the purpose of the lesson) and this is due to the use of the implementers Methods calling for this and this method is popular with students. Second: The competencies that represent the weakness side in the assessment competencies

Using a variety of evaluation methods according to the objectives

This sufficiency came with a weighted mean (2.24) and weight percentile (74,667) as a result of their numbers in college

Continuously document students' responses

This sufficiency came with a weighted mean (2.2) and a percentile weight (73.333), and this shows that the applied students do not document the students' responses due to the large number of students in the classroom and the limited time for the lesson.

Corrects according to pre-prepared model answers

This sufficiency came with a weighted mean (2) and a percentile weight (66.667), and this shows that most of the applied students study in the primary classes, and this is what school officials attribute to the fact that the applied students are in their early experience and are not allowed to teach advanced classes.

Table (4) Frequencies, weighted means, percentile weights, and ranks for sub-competencies derived from the main competency (implementation) arranged in descending order according to the weighted mean and percentile weight

weight percentile	weighted mean	performance levels			sub sufficiency	T in the resolution	No
		weak	Average	Very well			
93.333	2.8	2	6	42	Presents the lesson according to the daily plan	5	1
92.667	2.78	3	5	42	Giving importance to homework	4	2
88	2.64	5	8	37	Use verbal and nonverbal communication skills with students	8	3
88	2.64	6	6	38	Students are encouraged to ask questions	11	4

86.667	2.6	5	10	35	Taking into account individual differences among students during teaching	3	5
86.667	2.6	7	6	37	The system is maintained despite its integration into the lesson	10	6
86	2.58	5	11	34	Summarize lesson ideas	13	7
84.667	2.54	3	17	30	Uses teaching aids correctly	6	8
81.333	2.44	3	22	25	Confident in formulating and presenting questions to students	2	9
76.667	2.2	5	30	15th	Give importance to classroom and extracurricular activities	9	10
73.333	2.2	3	4	33	Involve the students in the course of the lesson	7	11
67.333	2.02	3	27	12	Connects his subject matter with other subjects	12	12
64.666	1.94	18	20	13	Displays lesson information in order	9	13

Presents the lesson according to the daily plan

This sufficiency came with a weighted mean of (2.8) percentile weight (93.333) and this shows that the applied students are able to present the lesson on the chalkboard in an orderly sequence.

Giving importance to homework

This sufficiency came with a weighted mean (2.78) and a percentile weight (92.667), and this shows that the applied students assign the students homework to install the scientific information in the minds of the students

Using verbal and nonverbal communication skills with students

This adequacy came with a weighted mean (2.64) and a percentile weight (88), and this shows that the applied students use means of communication with the students during the explanation, for example, gestures and hand movements.

Students are encouraged to ask questions

This adequacy came with a weighted mean (2.64) and a percentile weight (88), and this shows that the applied students use several skills during the explanation and that the applied students always verify the scientific information provided to the students and are keen to establish it in their minds.

Taking into account individual differences among students during the lesson

This adequacy came with a weighted mean (2.6) and a percentile weight (86.667). This shows that the applied students appreciate the scientific and developmental characteristics of the students in asking questions to the students. The system is

preserved despite its integration into the lesson: this efficiency came with a weighted mean (2.6) and a percentile weight (86.667), and this shows that the applied students are able to control the class while explaining the lesson and do not leave room for the disobedient students with freedom of movement and noise and confusion to their colleagues. Summarizes the lesson ideas: This adequacy came with a weighted mean (2.58) and a percentile weight (86), and this shows that the students of the two classes summarize the main ideas in the lesson to make it easier for students to install the lesson information in their minds and work with it in their daily lives. Uses teaching aids correctly: This sufficiency came with a weighted mean (2.54) and a percentile weight (84.667), and this shows that the applied students are good at choosing the appropriate learning method that achieves the goal of the lesson in the Arabic language.

Displays the lesson information in an orderly manner :This sufficiency came with a weighted mean (2.38) and a percentile weight (79.333) and this shows that the applied students present the lesson in a logical sequence and correct presentation, and this is what they learned at the university level .Giving importance to classroom and extra-curricular activities:This sufficiency came with a weighted mean (2.3) and a weight percentile (76.667), and this shows that the applied students are interested in the activities of the students inside the classroom by making a specific educational method or performing a memorized performance or helping a classmate of them and the extracurricular by visiting a tourist city or a religious teacher who achieves educational educational goals.

Involve students in the course of the lesson:This adequacy came with a weighted mean (2.2) and a percentile weight (73.333), and this shows that the applied students use several teaching methods in one lesson and do not turn (the implementers) into tutors, but rather there is a joint responsibility between the applied student and the student .Links his major with other academic subjects: This sufficiency came with a weighted mean (2.02) and a percentile weight (67.333), and this indicates that the applied students do not link the Arabic language subject with other academic subjects, and the matter is limited to teaching the subject only. The researcher believes that the reason for this shortcoming in the performance of the implementers of this competence is due to their lack of field experience, their poor educational and academic preparation, and to the predominance of the theoretical nature in the educational courses they studied in the college.

Table (5) Frequencies, weighted means, percentile weights, and ranks for sub-competencies derived from the main competency (planning) arranged in descending order according to the weighted mean and percentile weight

weight percentile	weighted mean	performance levels			sub sufficiency	T in the resolution	No
		weak	Average	Very well			
93.333	2.8	2	6	42	Able to prepare a lesson plan	1	1
85,333	2.56	6	10	34	Allocating time to the elements of the daily plan	4	2

					in a manner appropriate to the topic of the lesson and its importance		
83.333	2.5	6	13	31	Choosing the appropriate teaching aid for the lesson	2	3
82.667	2.48	7	12	31	Mention the examples and texts that he uses during the lesson	8	4
79,333	2.38	7	17	26	It gives an interesting introduction to the lesson	5	5
77.333	2.32	10	14	26	Improves identification of appropriate introductory methods for lesson topics	3	6
77.333	2.32	2	30	18	It is planned to use several teaching methods, methods and strategies in one lesson	7	7
73.333	2.2	6	28	16	His plan includes a variety of educational activities	8	8

Able to prepare a lesson plan

This sufficiency came with a weighted mean (2.8) and a percentile weight (93.333), and this shows that the applied students are able to prepare a daily, monthly and quarterly plan that is comprehensive on the general and specific goals and behavioral goals, and a prelude, then a presentation, then an evaluation, then a conclusion, then the homework. And the use of educational aids to suit the goal of the lesson, and the researcher attributes this to the fact that the applied students acquired this competence through preparing them in the college.

Distribution of time on the components of the appropriate educational plan for the lesson: This sufficiency came with a weighted mean (2.5) and a weight

percentile (83.333), and this shows that the applied students can distribute the elements of the lesson line over the time allotted for the lesson without any increase or decrease.

It improves the selection of appropriate teaching aids for the lesson :This sufficiency came with a weighted mean (2.5) and a percentile weight (83.333), and this shows that the applied students are able to choose the means that achieve the goal of the lesson, and it is not possible to use a teaching method for Arabic grammar and the subject of the lesson about reading.Mention the examples and texts that he uses during the lesson :This adequacy came with a weighted mean (2.48) and a percentile weight (82.667), and this shows that the applied students prove the grammatical rule with an example with its notation and expression, and it is clear and appropriate to the level of the students and free of ambiguity.

Gives an interesting rumble to the lesson :This adequacy came with a weighted mean (2.38) and a percentile weight (79.333) and this shows that the applied students are good at choosing the introduction that is a summary of the previous topic and includes the contents of the new lesson and makes the students eager for the lesson to gain new unknown skills

Improves identification of appropriate preamble methods for the lesson topics: This sufficiency came with a weighted mean (2.32) and a percentile weight (77,333) and this shows that the applied students are able to prepare the information about the lesson in an orderly manner and that they move from one idea to another with sufficient and mastery; in order to prove the information in the minds of the students.

It is planned to use several teaching methods, methods and strategies in one lesson:This sufficiency came with a weighted mean of (2.32) and a percentile weight of (77.333). This shows that the applied students use a variety of teaching methods in the lesson according to the characteristics of the learners. This result indicates that he is provided with the necessary knowledge and information .His plan includes a variety of educational activities :This sufficiency came with a weighted mean (2.2) and a weight percentile (73.333), and this shows that the applied students overcome boredom and boredom during the lesson by using educational activities such as reciting from an electronic device by memorizing a song, teaching aids that consist of tangible things such as pieces of candy and others.

Conclusions

After presenting and interpreting the results of the study, the researcher can come up with the following conclusions:

1. The performance level of the Arabic language department implementers was good
2. Weakness of the Arabic language department's implementers' interest in watching lessons and benefiting from them in the practical application stage

3. It appeared that the level of the implementers of the Arabic language department in the cognitive competencies (personal competencies, assessment, implementation) was good.
4. It appeared that the level of the applied students in the Arabic language department in the adequacy of planning was average.
5. The content of the academic preparation in the faculties of Basic Education did not include the important modern experiences and information in preparing students who are cognitively applied.

Recommendations

1. The necessity of directing the teaching of cognitive competencies at the university level in the faculties of basic education.
2. Increasing the awareness of students applying in the Arabic language department of the importance of the viewing lessons.
3. The necessity of paying attention to preparing and developing the implementers through holding training courses.
4. Recommending the adoption of cognitive competencies (observation form), which was prepared by the researcher in the Department of Arabic Language, and inserted into the assessment form for the applicants
5. Benefiting from the current research tool in evaluating the level of the implementers and in line with the nature of educational goals
6. The necessity of wide openness of the applied students to the data of the era and its scientific developments in order to catch up with the rapid development.

Suggestions

1. Building a remedial program to develop the cognitive competencies of the applicators of the Arabic language department
2. Building a program to raise the knowledge competencies of the implementers.
3. Conducting a comparative study between the applied students in the faculties of education and the faculties of basic education regarding the availability of the necessary cognitive competencies.

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