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# Evaluating the performance of the Arabic language department implementers in light of coordination thinking skills

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**Abstract**--The aim of the current research is to (evaluating the performance of the applicators of the Arabic language department in the light of coordination thinking skills) ( Not available), and the researchers made sure of the tool's validity and reliability, and the researchers applied their research tool to a sample of the applicators of the Arabic language department in the College of Basic Education at the University of Babylon, which amounted to (61) applied and applied for the academic year (2021 2022 AD) and after applying the tool and unloading, analyzing and processing data Statistically using the Statistical Package for Social Sciences (SPSS) program. The researchers reached a number of results, the most prominent of which were: The performance of the implementers of the Arabic language department was positive.

**Keywords**---evaluation, performance, coordination thinking.

**Introduction****Research problem**

That there are many Arabic language teachers and female teachers, especially in Iraq, who graduated from basic education faculties, did not receive, during their preparation for the teaching profession, what qualifies them to fully perform their field jobs. He built for them teaching programs that deal with the requirements of the teaching profession, in addition to the fact that the system of preparing

teachers faced many criticisms, as it specialized in taking care of the knowledge side without taking care of the practical side, especially in teaching methods and curricula (Zayer and Eman, 2014, 35), which is not sufficient to prepare the successful teacher, because the profession of Teaching has its cognitive and performance competencies, and if there is a defect in the performance competencies, the teacher cannot achieve the educational goals no matter how superior his cognitive competencies, and this was confirmed by modern educational trends in preparing teachers, as well as the treatment of the application lesson as a subject among the subjects that do not have the importance that they constitute. In the process of preparing the teacher (Sabri and Naz, 2012, 58)

### **Research Importance**

Language as the main element in the cultural complex of any society. Rather, it is the pinnacle of human civilization as a whole. It is the cultural record of the human species and the mental, cognitive and material effects of this culture. It is also one of the strong pillars for gaining knowledge and accessing the horizons of the unknown. Language is the element of human life in being The appearance that distinguishes man, in addition to the fact that language is a mirror on which the beliefs and traditions of the nation are reflected. (Al-Khafaf, 2014: 22), and since language has an importance that has emerged in all areas of life in general, we must stand in reverence and reverence, as it was and still is the leading language and preserves its luster and splendor. It is the mother tongue that united the Arabs in the past eras by way of the Noble Qur'an, for had it not been for that clear Arabic book with which the faithful spirit descended upon the heart of the Noble Messenger Muhammad (may God's prayers and peace be upon him and his family) as a verse to prove it and to support his call and a constitution for his nation, the Arabs would have remained scattered and divided and the Arabic language is still It is the bond that brings together the sons of the nation in thought and desire, pains and hopes, historically, presently and in the future. (Mr., 2008, 50-51)

Hence the importance of the Arabic language teacher emerged, which stems from the valuable works that he provides to the society, of which he is a part, that role in raising generations. He is responsible for managing the educational process in all its aspects. (Collective, 2010, 13-14) The researchers believe that the teacher is the main pillar in the educational system and achieving its goals falls primarily on his shoulders because he is responsible for managing the educational process and even modern teaching strategies and technology cannot achieve the desired educational goals as this depends on the teacher's type, level, culture and the extent of his possession of educational and non-educational competencies Help him practice the profession of education.

It is important to say that in order for the practical education courses to succeed in achieving their goals, the applied student must have taken a sufficient amount of educational courses and academic specialized skills before he goes to the professional field to practice and apply what he has acquired from information and theoretical principles. (Al-Farra and Abdel-Rahman, 1999, 14-15) The importance of evaluation in the educational process comes as it is an essential

and important pillar. Therefore, the educational process is integrated with evaluation that reveals aspects of strength and weakness and may not be an appraisal process, and this is of real value unless it contributes to the process of correction and adjustment of the path to reach to achieve educational goals. (Al-Samarrai, 2013, 171), so this process has become at the heart of the educational work, and it does not mean merely the product of this work, but it also means raising the awareness of teaching as much as it cares about the quality of learning, the quality of educational situations, school organizations and the possibilities available for learning to take place in accordance with the specific objectives of the curriculum and what it takes from Procedures to modify the course of educational effort, as it is not done spontaneously or randomly, but rather depends on honest evidence obtained from several sources. (Zayer and Eman, 2014, 344). The researchers believe that evaluation is the process by which a judgment is made on the extent to which the educational process has reached its goals and the extent to which it has achieved its objectives, as well as by revealing the shortcomings in the educational process during its progression and proposing means to avoid this deficiency.

It has recently begun to focus on developing coordination thinking skills as an important tool to satisfy the needs of students, and given the rapid developments in scientific, social and cultural systems, as well as the complexity in the dynamics of obtaining knowledge and summarizing its components via the Internet, satellites and communication systems, the importance of Students were trained to use coordination thinking in dealing with life's problems, as the idea of using coordination thinking in models and systems came as one unit, which helps to understand the whole instead of entering into the detailed aspects and partial components, and in developing the student's ability to have a comprehensive future vision of a subject without losing its parts. , and then developing its ability to analyze and construct to reach creativity, which is one of the most important outcomes of any integrated educational system, and to meet these needs and capabilities, teaching strategies are used that are different from those usual strategies. (Bahgat et al., 2012, 9)

### **Research objective**

The current research aims to: Evaluate the performance of the applicators of the Arabic language department in the light of coordination thinking skills

### **Research Limits**

The search is limited to the following limits:

1. Time limit: the second semester of the academic year 2021-2022.
2. Spatial boundary: Department of Arabic Language in the College of Basic Education / University of Babylon.
3. The cognitive limit:
  - A. Coordination thinking skills.
  - B. Performing coordination thinking skills for applied students.
4. Human Limit: Applicants of the Arabic Language Department of the College of Basic Education at the University of Babylon.

### **Define terms**

1. Calendar: he knew it (Madkour): It is “a process of diagnosing and treating a learning situation or one of its aspects or the entire curriculum in light of the desired educational goals.” (Madkour, 2001, 261)
2. Performance: he knew it (Al-Jamal and Ali): It is “what a silver or skillful behavior emanates from the individual and is based on a certain cognitive and emotional background, and this performance is usually at a certain level that shows his ability or inability to perform a certain work.” (Al-Gamal and Ali, 1998, 12)
3. Definition of the Arabic Language Department procedurally: it is one of the departments of the College of Basic Education - University of Babylon, and the duration of study in it is four years, from which the student graduates as a university teacher.
4. Skill: define it :( Al-Khouli): It is “a skill that grows with learning, and it may be kinesthetic, verbal, mental, or a combination of more than one kind.” (Al-Khouli, 1981, 446)
5. Coordination thinking: define it( Bahjat et al.): It is “the mental process that enables the learner to perceive the integrated system in which its component parts move and deduce the relationships between inputs, processes and outputs in order to solve the problem” (Bahjat et al., 2012, 51)

The second chapter: theoretical aspects and previous studies

### **Calendar concept**

Evaluation is an important means by which to judge the extent of the success that has been achieved behind the entire educational process: the curriculum, its content, its objectives, the method and methods chosen by the teacher to implement the vocabulary of the curriculum and the educated student, and the extent of the knowledge, skills and trends that he acquired as a result of his passing through educational situations, and evaluation includes all parties to the educational process and accompanies This process is in every step of its steps and reflects the positive and negative effects of the circumstances and conditions in which the learning process occurs, thus providing these parties with the tools by which to judge success or failure and thus reconsider the course of the learning process parties in order to achieve the desired goals of this process. (Jaber, 2005, 389)

### **Calendar goals**

1. Knowing the areas of weakness and strength in students' learning, and determining the direction in which their growth is going General, cognitive, social, psychological...etc.
2. The continuous evaluation reveals to us the extent to which the educational and educational goals set in advance have been achieved, and the aspects that need to be developed, modified or changed in these goals.

3. Evaluation reveals to us the strengths and weaknesses of the teacher and the school curriculum, teaching methods and other specific means that are used or served in the learning and teaching process.
4. Amending study plans and teaching programs.
5. Evaluation for the purposes of classification according to specializations (scientific, literary, commercial, informatics)
6. Evaluation for the purposes of guiding and directing students professionally and educationally. (Sbaitan, 2014, 169)
7. Directing the teacher towards achieving the educational educational goals.
8. It enables the teacher to provide appropriate educational experiences for the students.
9. Helps the teacher to define and master the objectives and methods of teaching, confront his problems and meet his needs.
10. Helping students to achieve academic compatibility.
11. Determining the students' readiness and abilities and diagnosing their difficulties.
12. Enabling the school to evaluate appropriate educational experiences for study and to prepare comprehensive periodic reports(Mahmoud, 2004, 29)

### **Benefits of performance appraisal**

1. Notifying employees of their responsibility and raising their morale.
2. Ensuring the fairness of the equation and supporting the relationship between employees and management.
3. Supervising superiors and subordinates.
4. Continuing control and supervision of the performance of employees.
5. Evaluation of testing and training policies.
6. Reveal the potential and potential of individuals.
7. Improving and developing the performance of employees. (Al-Rubaie, 2019, 307-308)

### **Coordination thinking Understand**

In recent decades, calls for attention to the development of coordination thinking have increased to keep pace with the accelerating technological challenges, as it represents one of the types of thinking that teachers need to become effective thinkers capable of facing educational challenges. There are many synonyms for coordination thinking, including retrospective thinking, dynamic thinking and systemic thinking. Therefore, coordination thinking must be widely used in educational fields. It represents one of the higher levels of thinking that enables the individual to form a comprehensive view of any subject without losing its parts, which makes him look at many elements. Which he used to deal with separately, seeing them as common in many aspects (Bahgat et al., 2012, 49-50)Coordination thinking depends on both analytical thinking and synthetic thinking and combining them. Synthetic thinking protects analytical thinking from being lost in the particulars, and because analytical thinking protects synthetic thinking from excess and imagination, both types are closely related to one another, and you need to practice them together in a sympathetic manner if we We seek to be fully aware of any situation or problem that confronts us. The

ability to practice analysis and synthesis together is called the ability to coordinate thinking. Coordination thinking in this sense means the ability to analyze the task, problem or situation in light of the general goal for which the problem is analyzed and taking into account linking the analysis to this goal in a way. The teacher who thinks in a coordinated way analyzes in the absence of a prior goal for the analysis. Therefore, the process of coordination thinking is a more complex process than analytical thinking. It is simply a process of analysis with a clear goal that directs the analysis process and does not make the situation lose its meaning as a result of fragmentation and fragmentation imposed by analytical thinking and builds coordination thinking from the premise that everything is linked to everything. (Amer, 2007, 9-13)

### **Systematic Thinking Skills**

Looking at the system as a fixed whole to identify the relationships between its parts .Determine the internal relationships between the parts of the system . Determining the internal interactions of the system or situation that lead to the overall system( .Bahgat, 2012, 61)

### **Previous studies**

Al-Obaidi study (2014)

(Evaluating the performance of Arabic language applicators in the College of Basic Education in the light of language skills)

The study was conducted at the University of Diyala - College of Basic Education, and aimed at evaluating the performance of the Arabic language learners in the Arabic language department in the faculties of Basic Education in the light of language skills. Applied and applied, distributed among (35) schools. The researcher prepared the research tool, which is (observation form) with language skills, consisting of (4) skills, namely (listening, speaking, reading, writing), derived from them (19) sub-skills, then presented to the A group of arbitrators agreed on (17) sub-language skills, and then described these sub-skills procedurally by (66) descriptions on a three-tiered scale, and for each skill (3) alternatives were given (high, medium, weak), and their validity and stability were verified. The researcher applied the tool to the research sample, then the data was statistically treated using the Pearson correlation coefficient, the Scott correlation coefficient, the square (Ka<sup>2</sup>), the weighted mean, and the weight percentage, and the study reached the following results:

1. The study showed that the performance of the Arabic language department implementers in general was not at the required level.
2. It appeared that the level of the implementers of the Arabic language department in the linguistic skills (listening, speaking, reading and writing) was uneven.
3. The lack of interest of the applicators of the Arabic language department in the practical application

(Al-Obaidi, 2014, 10-11)

(Al-Asadi study (2020)

(Knowing the effect of the teaching journey model on the achievement of first-average students in science and their coordination thinking)

The study was conducted at the University of Babylon - College of Basic Education and aimed to know the effect of the teaching journey model on the achievement of first-average students in science and their coordination thinking. The superior students of the girls by the intentional method, and the number of the research sample members reached (50) female students, and the researcher conducted an equalization between the students of the two groups in the following variables (chronological age calculated in months, academic achievement of the parents, science grades in the mid-year for the academic year (2019-2020) IQ test Daniels, Coordination Thinking Test). Two tools were prepared, namely the achievement test and the coordination thinking test, as the researcher prepared an achievement test that consisted of (40) items of the type of multiple choice, whose validity and stability were confirmed, the level of difficulty of its paragraphs, the effectiveness of its incorrect alternatives, and the power to distinguish its paragraphs. The second was represented by the coordination thinking test, which might consist of (25) items, and its apparent sincerity and the strength of its paragraphs were confirmed. And chi-square, Pearson correlation coefficient, difficulty coefficient equation, easiness coefficient equation, item discrimination coefficient equation, efficacy equation of wrong alternatives, Spearman-Brown equation, Coder Richardson equation, Alpha-Cronbach equation). The experimental group who studied science according to the teaching journey model on the students of the control group who studied according to the usual method in the achievement test and the coordination thinking test (Al-Asadi, 2020, c).

## **Research Methodology and Procedures**

### **Research Methodology**

The researchers adopted the descriptive approach because it fits with the nature of the research.

### **Search procedures**

The research community: The research community consisted of the two applicators of the Arabic language department for the academic year (2021-2022), which numbered (186) applied and layer by (113) applied and (73) applied .The research sample: The research sample consisted of (61) applied and applied, and they were selected in a simple random way, and they represent 41.78% of the total community.

Research tool: Since this research aims to evaluate the performance of the implementers of the Arabic language department in the faculties of basic education in the light of coordination thinking skills, and this requires preparing an observation form to evaluate the performance of the implementers of the Arabic language department, and observation is an essential tool for collecting information and data in the social and human sciences, which is a study of behavior Or actions and reactions applied in certain social frameworks. (Atia, 2009, 203)

Validity: The instrument's validity is its ability to measure what it was designed to measure, i.e. measure what it was designed for or the attribute to be measured. (Khalil, 2011, 20) As the validity of the research performance is usually determined by the relationship between the performance of the respondent and the function of that tool.

To verify the validity of the tool, the researchers followed the following:

1. Apparent honesty: The questionnaire was presented to (20) arbitrators specialized in methods of teaching the Arabic language and general teaching curricula.
2. The validity of the construction: To calculate the validity of the internal consistency (for the observation form), the researchers adopted the Alpha Cronbach coefficient to find the relationship of each skill with the other skills.

### **Tool Stability**

Stability is the accuracy or consistency of the scale and stability is necessary for the scale. (Abu Allam, 2007, 48) In order for the researchers to verify the research tool, they applied it to the stability sample and then pulled it out in a simple random way from the research community, as its number reached (25) applied and applied, and there is more than one method for calculating the reliability system. Pearson), and the stability coefficient between researchers and observers reached (0.85) and researchers and the same over time (0.83) for the skill of the observation form.

### **How to apply the tool**

The researchers started applying the search tool on Tuesday 15/3/2022 and ended on Sunday 24/4/2022. The application period lasted seven weeks, with one visit for each applicator.

### **Statistical means**

To process and analyze the data, the researchers used the following statistical methods:

1. Pearson correlation coefficient: to know the relationship of each paragraph with its field and to calculate the stability of the research tool represented in the observation form.
2. Weighted mean: to arrange the paragraphs of the observation form and to know the strengths and weaknesses.
3. Cronbach's alpha coefficient: to find out the internal consistency of the observation form.
4. Chi-square: to find the validity of the test.
5. Weight percentile: to arrange the paragraphs in the field
6. Standard deviation: to find out the homogeneity of the scores and their dispersion from the mean.

#### **Chapter Four: Presentation of the Results**

1. The performance of the implementers of the Arabic language department was generally positive.
2. The practical application has received attention from the applied students.
3. The coordination thinking skills of the applicators of the Arabic language department, according to the observation form, which obtained a level (available to some extent) represented by two skills (identifies the characteristics of things that are essential to describe the thing or situation, is interested in classifying opinions and ideas for the read text)

#### **Conclusions**

In light of the results and procedures discussed, conclusions can be drawn:

1. The study showed that the performance of the implementers of the Arabic language department was generally positive.
2. The practical application has received attention from the applied students.
3. The coordination thinking skills of the applicators of the Arabic language department, according to the observation form, which obtained a level (available to some extent) represented by two skills (identifies the characteristics of things that are essential to describe the thing or situation, is interested in classifying opinions and ideas for the read text)

#### **Recommendations**

Based on the research results, the researchers recommend the following:

1. Adoption of the observation form for coordination thinking skills prepared by researchers in evaluating the performance of the applicators of the Arabic language department.
2. The necessity of directing the teaching of coordination thinking skills at the university level to the faculties of education and basic education, the Arabic language department.

#### **Suggestions**

1. Conducting a study similar to the current study in the preparatory stage.
2. Conducting a study to evaluate the performance of Arabic language teachers in light of coordination thinking skills.
3. Building a therapeutic program to develop coordination thinking skills for the applicators of the Arabic language department.

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