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Content analysis of the Arabic language book for the second intermediate grade

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Abstract--The research aimed to analyze the content of the Arabic language book for the second intermediate grade. The researcher relied on the descriptive approach as a method for the current research, using one of its types as a method to achieve the objectives of the research, as the research sample included all the units of the original community of the Arabic language books for the second intermediate grade, where the first part consisted of (9) units for each unit (3) lessons and the second part of (9) units for each unit (3) lessons also with the exclusion of the introduction, questions, pictures, shapes and drawings, and the researcher relied in his study on a tool that represents an analysis list that included the most important skills of contemplative thinking and the concepts associated with them, and he used the following statistical means: (Cooper equation, Holstey equation, Percentage Law), and after the researcher presented his results, the current research reached a set of results, as follows: 1- The Arabic language curricula in the second intermediate grade in the first and second parts are characterized by an acceptable occurrence of contemplative thinking skills. 2- The contemplative thinking skills were not mentioned in equal proportions in the two parts of the book and according to its units and sections. 3- The authors of the Arabic language curriculum for the second intermediate grade did not take into account balance and gradualism in introducing contemplative thinking skills into the sections of the book. 4- The authors of Arabic language books did not adopt a specific criterion through which they take into account the inclusion of contemplative thinking skills in all sections of the book. 5- Some topics in the Arabic language book for the first and second parts are completely devoid of contemplative thinking skills, which leads to students not understanding the subject well.

Keywords---thinking, contemplative thinking, BAGHDAD.

Introduction

Thinking: A complex concept that includes dimensions and intertwined components that reflect the complex nature of the brain. It is a series of mental activities that the brain performs when exposed to stimuli received by one or more of the five senses. It is an abstract concept that includes invisible and intangible activities, and what we observe or We touch it is the products of the act of thinking, whether it is written or spoken, or kinesthetic or visual. Thinking is one of the blessings that God has distinguished man from other beings, and he has received the attention of many researchers, educators and philosophers throughout history. All philosophical, intellectual, educational and psychological schools have been concerned with the development of thought and thinking in the student in order to become more capable of facing the difficulties and problems that stand in his way, whether in the academic fields or in the various aspects of life in terms of social, economic, educational, moral or other aspects.

Contemplative thinking

It is a form of thinking that requires pausing and observing the situation by looking at relevant past experiences and employing them to generate useful information from the current situation. Contemplative thinking has of great importance, as practicing this style of thinking reflects positively on the person, and the importance of contemplative thinking lies in make the researcher delve into the research he studies, as the researcher collects information about the topic he is studying, And then he contemplates this information accurately and thinks about it logically more of that the contemplative thinking helps to link the new knowledge that the student obtains with the previous experiences and previous knowledge that he obtained, and thus take advantage of the new and previous knowledge in order to develop his skills and creativity, and in order to carry out research and new studies, and contemplative thinking is one of the tools for sustainable development for the teacher, as it enables him to practice conscious professional practices, and earns him the highest levels of insight and depth of insight about his performance and behavior, so that he works to develop and improve it constantly.

First: The research problem: The Arabic language teacher needs the availability of scientific and applied activities that contribute to the development of thinking skills and various higher mental processes to achieve the objectives set for the lesson, It is possible to benefit from some of the Arabic language topics related to contemplative thinking skills in proportion to the studies and abilities of students and the levels of Arabic language books prescribed for the intermediate grade in Iraq. Through the researcher's review of a number of previous studies in Iraq, he did not find enough interest in analyzing this book, and he did not find any study that dealt with analyzing Arabic language books in the light of contemplative thinking skills, which motivated the researcher to study and choose contemplative thinking skills to reveal the extent of their effectiveness in developing thinking skills and achievement of the students.

Also, the content of Arabic language books in the intermediate grade in Iraq has been recently set and these scientific books have not been analyzed so far in the light of contemplative thinking skills. The researcher tried to survey the opinions of a number of supervisors specialized in teaching Arabic language (2) and teachers (50) teachers and schools from intermediate and secondary schools, where they were randomly selected from the Directorates of Education of Salah al-Din, Karkh Third, Rusafa First and some teachers in other directorates randomly, annex No. (1). To find out their views regarding the content of the book, and there was a difference in views about the Arabic language book for the second intermediate grade, some of them saw that this book did not include contemplative thinking skills, and the percentage about this view was (74%), and some of them saw that there are some contemplative thinking skills in These books, as well as the opinion of them that the current content (the Arabic language book) is capable of developing contemplative thinking skills, and the percentage about this answer reached (87%), and some of them believe that there are deficiencies in the educational content in the Arabic language book, where the percentage around this answer was (77). %) The result of this difference is considered as a logical indicator for analyzing the content of the Arabic language book for the second intermediate grade and trying to answer the following questions?

- Does the content of the Arabic language book for the second intermediate grade include contemplative thinking skills?
- Do you think that the current content (the Arabic language book) is capable of developing contemplative thinking skills?
- Are there deficiencies in the educational content of the Arabic language book?

Second: The importance of the research: Language is one of the most prominent characteristics that God Almighty has endowed to be unique and distinguish man from other creatures, as the Almighty said (He created man * taught him the eloquence) (Surat Ar-Rahman, 3-4). Language is among the subjects whose curricula have received the attention of educators, as it is one of the important foundations in organizing the social life of individuals, and in consolidating the relations that bind each other. It is a representation of the nation's civilization, its systems, customs, traditions, beliefs, and manifestations of its scientific and mental activity, and it is one of the important indicators of the civilization of peoples. (Zayer and Eman, 18: 2011).

The Arabic language has many branches that are linked to each other in an essential and natural relationship, and at the forefront of these branches is reading, as it is the key to success in different academic subjects (Zayer and Ayez, 2011: 386). Including reading, which enhances reading skills, develops information, balances and critiques it, expands students' passion for reading, and provokes them to research, (Al-Khatib, 2008: 215). As for Arabic grammar, it is a set of rules that regulate the geometry of the sentence or the locations of words (Al-Mousawi, 2006). , 37), and spelling is also a branch of the Arabic language, and the means of communication by which the student or individual expresses his thoughts (Zayer and Ayez, 2011.83), and composition is also considered one of the most important branches of the Arabic language, because it is the art

through which a person can show his thoughts and emotions in a proper language, and wonderful methods (Al-Esawy, 83, 2005).

Thinking, especially contemplative thinking, is very important, not only for students, but also for teachers. Contemplative has been considered a standard that must be achieved in educational institutions and schools by teachers as well as by students, as it is considered a powerful tool to enhance the independence and self-confidence of the teacher (Awad and Majdalawi, 2018: 36). And through contemplative thinking, the researcher arranges the contradictory ideas in his mind, and then contemplative on these ideas and makes comparisons between them (Al Harthy, 2011: 67).

Third: Research Objectives The current research aims to:

Analyzing the content of the Arabic language book for the second intermediate grade in the light of contemplative thinking skills, to identify the availability of thinking contemplative skills in it, through:

- First: The main and subsidiary skills of the first book.
- Second: The main and subsidiary skills of the second book.
- Third: The main and subsidiary skills of the two books .
- Fourth: The limits of the research: The current research is determined by the following:
 - Temporal limits: This study was conducted in the first semester of the academic year (2021-2022).
 - Spatial limits: the research was limited to the Arabic language book for the second intermediate grade for the academic year (2017-2018) prepared by the Ministry of Education / General Directorate of Curricula.
 - Objective limits: It was limited to knowing the contemplative thinking in the Arabic language book for the second intermediate grade by analyzing its content.
- Fifth: Define terms

Thinking contemplative: was defined by (Habib, 1996): the individual contemplates the situation in front of him, analyzes it into its elements, and draws the necessary to comprehend it to reach the results, then comes its correction in the light of the drawn plans (Majdi Habib, 1996: 46).

Chapter two: a theoretical framework and previous studies

The first axis: theoretical framework :The concept of contemplative thinking: Lyons (2010) sees that contemplative thinking is a type of thinking that directly depends on the processing of more than one topic in the brain and gives them a clear attention according to its importance. (Luons, 2010, p37). Main and subsidiary contemplative thinking skills, and there are a number of contemplative thinking skills that direct an individual's thinking when facing a problem or situation, as follows:

- First _ Visual vision:- It is the ability to display the aspects of the subject and identify its components, either through the nature of the subject or by giving a drawing or shape that shows its components so that the existing relationships can be discovered visually.
 - The ability to contemplate : is the ability to give a logical meaning to the results that he wants to reach.
 - Analytical ability: It is the ability to implement objective plans to research the problem, collect, analyze and interpret the results in order to reach the desired solutions.
 - Identifying the content of the problem through its data and components: it is the study of the problem, an objective study, knowledge of the strengths and weaknesses, and working to identify them and develop appropriate solutions to them.
 - Asking a set of fundamental questions about the topic: they are like unanswered interrogative questions that aim to describe the research problem and how to set appropriate solutions to them.
- Second: Detecting fallacies:- It is the ability to identify the gaps in the subject by identifying incorrect or illogical relationships in the completion of educational tasks. (Abu Bashir, 2012: 71).
 - Identification of incorrect relationships: This is done by analyzing and realizing incorrect relationships and working to correct them to reach positive results.
 - Renewal of natural and logical relations: It is the disclose of natural and logical relations and support them through some instructions .
 - Realizing the deficiencies of the subject: It is to disclose the deficiencies that are identified and work to realize them to reach positive results.
 - Contribute to modifying some misconceptions: This depends on identifying misconceptions and work to modify them according to objective procedures determined in advance
- Third: Reaching conclusions: It is the ability to reach a specific logical relationship by seeing the content of the problem and reaching appropriate results.
 - Reaching appropriate solutions to the problem: Reaching logical solutions by defining and studying the problem and working to develop appropriate solutions
 - Employing previous experiences to reach logical conclusions: it is one of the skills that depend on the opinions of experts, specialists and previous studies and benefit from them in determining the research problem, through a questionnaire or an analysis card, and benefit from their experiences to solve the research problem and how to reach logical solutions to the problem.
 - Achieving the logical sequence of ideas: It is to identify the outstanding information and the endings and arrange them in one ring so that these data are sequenced in a logical sequence to reach an explanation of the situation or a solution to the problem.

- Fourth: Giving convincing explanations: - The ability to give a logical meaning to the results or the linking relationships, and this meaning may be based on previous information or the nature and characteristics of the problem.
- Dividing the ideas of the topic into main and sub-categories: identifying the main ideas through which the subject of his research is formed, dividing them into main and sub-categories, and then arranging the ideas logically to reach the final solutions to the problem.
- Providing brain visualizations that contribute to solving the existing problem: it is the use of the mind in thinking to reach appropriate solutions to the problem.
- Fifth: Set suggested solutions: It is the ability to put logical steps to solve the problem at hand. Those steps are based on expected mental perceptions of the problem at hand.
 - Presenting realistic plans and proposals on the topic: It is the creation of objective realistic plans to reach the desired results for the topic to be analyzed.
 - Proposing new ideas related to the topic: It is one of the important sub-skills through which ideas are brought in frequently to reach a distinctive idea that contributes to solving the problem.
 - Determining the necessary procedural steps to solve the problem: This skill helps to set the appropriate steps for research by feeling the problem and identifying it and set appropriate ideas and plans to reach appropriate solutions to the research problem. (Al-Ammari, 2009: 70).

The third chapter: Research methodology and procedures

- First - the research community: it is the ones who can generalize the results to them , whether this community is a group of individuals or books, according to the objective area of the research problem (Al-Assaf, 2006, 91), and in the current research the research community is represented in the Arabic language book for the second grade of the approved intermediate For the academic year 2017-2018
- Second - the research sample: The current research sample represented most of the components of society, as it included all the original community units of the two Arabic language books for the second intermediate grade, where the first part consisted of (9) units for each unit (3) lessons, and the second part consisted of (9) units for each Unit (3) also lessons with the exclusion of the introduction, questions, pictures, figures and drawings, and the following table shows that:
- Third - the research tool: In his study, the researcher relied on a tool that represents a list of analysis that included the most important skills of contemplative thinking and the concepts associated with them, and it was as follows:

The list consisted of five main skills, for each skill a sub-skill set, as follows:

- contemplative and observation: It is represented by the ability to display the aspects of the problem, and to identify its components, whether through the problem, or to give a drawing or a shape showing its components so that the existing relationships can be discovered visually. It consists of several sub-skills, including:
 - The ability to contemplative.
 - The ability to analyze.
 - Identifying the content of the problem through its data and components.
 - Detecting fallacies: It is represented in the ability to identify the gaps in the problem, by identifying incorrect or illogical relationships or identifying some wrong steps, in the completion of educational tasks. It consists of several sub-skills, including:
 - Identifying incorrect relationships.
 - Determine the natural and logical relationships.
 - Realizing the deficiencies in the subject.
 - Contribute to correcting some misconceptions.
- Reaching conclusions: It represents the ability to reach a certain logical relationship, by seeing the content of the problem, and reaching appropriate results. It consists of several sub-skills:
 - Finding suitable solutions to the problem.
 - Employing previous experiences to reach logical conclusions.
 - Achieving a logical sequence of ideas.
- Giving convincing explanations: It represents the ability to give a logical meaning to the results or the linking relationships, and this meaning may be based on previous information or on the nature and characteristics of the problem. It consists of several sub-skills, including:
 - Dividing the ideas of the topic into main and sub-categories
 - Providing brain visualization that contribute to solving the existing problem.
- Set suggested solutions: It represents the ability to set logical steps to solve the problem at hand. These steps are based on expected mental developments for the problem at hand. It consists of several sub-skills, including:
 - Presenting realistic plans and proposals on the subject.
 - Presenting new ideas related to the topic.

Determining the necessary procedural steps to solve the problem

Steps to prepare the research tool: In order to prepare a list of content analysis for contemplative thinking skills and use them in analyzing Arabic language books for the second intermediate grade, and to achieve the objectives of the current study, the researcher adhered to the following procedures:

- Examining previous studies and researches related to contemplative thinking and their findings regarding the identification of contemplative thinking skills, such as the study (Al-Ghamdi, 2019), the study of (Istibraq Ali Abd, 2021) in Baghdad and the study of Hardan (2016), and (Al-Sanawi and Al-Samarrai, 2017) and (Al-Silawi, 2019) and a study (Abdullah, 2018).
- Adopting the appropriate theoretical definition (Habib, 1996), and the main and subsidiary skills that achieve the study variable (contemplative thinking) for the analyzed educational content (the Arabic language book for the second intermediate grade).
- Preparing a list of the main and subsidiary contemplative thinking skills.
- The list consisted of (5) basic skills for contemplative thinking, and (16) sub-concepts, in front of each skill a set of indicators and evidence.
- The list was presented to a group of experts in educational and psychological disciplines, Annex (1), for arbitration.

Analysis steps

- Determining the objective of the analysis: It is represented by analyzing the content of the Arabic language books for the second intermediate grade according to the list of contemplative thinking skills that have been prepared to extract these skills from the content of the Arabic language book for the first and second parts.
- Analysis tool: The researcher relied on a list of analysis of contemplative thinking skills that he prepared by himself according to a specific theoretical logic and a court of experts.
 - Sample of analysis: The sample of analysis was the Arabic language books prescribed for second-intermediate students in the first and second parts of the academic year 2017-2018.
 - Units of Analysis: The idea was relied on (Thema) as a recording unit in the analysis of books, as these books were analyzed according to the availability of contemplative thinking skills on each page of the books, and what they may indicate explicitly or implicitly with attention to the context from which the idea came from and relied on repetitions as an enumeration unit for each idea.
 - Categories of analysis: It was represented by analyzing the content of the Arabic language book, including (reading, grammar, dictation, composition).

Validity of the analysis tool: validity means the suitability of the tool to the objectives of the study, that is, its ability to achieve the purpose for which it was designed (Abu Allam, 2009). To achieve this, the validity of the procedures and analysis was relied on, by presenting the analysis card and its procedures, whose validity was judged by a number of experts and arbitrators from various disciplines, numbering (20) arbitrators, and the amendments and proposals received from each

arbitrator were adhered to. The stability of the analysis tool: It means the degree to which the tool is able to obtain the same results in the event that the analysis process is repeated, with the same tool according to the same conditions of the previous analysis, and to ensure the stability of the analysis, two basic methods were relied upon: (Al-Khalidi, 1968).

Stability through time: The reliability coefficient is often verified by comparing the percentage of agreement between the results of content analysis in two different times (Abdul Rahman, 2016), by calculating Cooper's equation, and after the researcher did so during a period of more than two weeks between each analysis, it was found The values were between (86% - 100%), which indicates stability, and it is clear through the analysis process that the stability coefficients are high, and this indicates the accuracy and acceptance of the analysis. The stability of the analysis tool across individuals: To ensure the stability of the analysis in this way, the researcher analyzed the Arabic language book for the second intermediate in its first and second parts, according to the list of contemplative thinking skills that prepared by the researcher, as other two analysts analyzed the two books, and the percentage of agreement between the researcher's analysis and the analysis of both Researchers has been confirmed by using the Holstey equation, which is the most common equation for extracting stability across individuals. To achieve the research objectives and procedures, the researcher used the following mathematical and statistical methods:

- Cooper's equation to extract stability over time, by extracting the percentage of agreement between the two analyzes at a time interval:

$$\text{Cooper's equation} = \frac{\text{Number of times of agreement}}{\text{Number of times of disagreement} + \text{number of times of agreement}} \times 100$$
- Holstey equation to extract stability across individuals:

$$\text{Holstey equation} = \frac{\text{Number of unites agreed}}{\text{Number of unites in the first analyze} + \text{Number of unites in the second analyze}} \times 100$$
- The law of percentage to ensure the logical validity of the arbitrators' opinions, and to find the percentage for each main and subsidiary skill.

$$\text{Part} \quad X \quad 100$$

$$\text{All}$$

Chapter Four: Presentation and explanation of the results

The current chapter includes the presentation and explanation of the results of the study in the light of the theoretical framework and previous studies, as well as the conclusions, recommendations and suggestions as follows:

First: Presentation of the results: The researcher will present the results of his research according to three methods, as follows:

- Presentation of the main and subsidiary complete thinking skills according to the first part of the book. In order to reach the results related to the contemplative thinking skills included in two Arabic language books for the second intermediate grade, part one, the researcher used the content analysis card for the contemplative thinking skills in analyzing the content of two Arabic language books for the second intermediate grade, part one, and the repetition and percentages were extracted from each main skill of the contemplative thinking skills , for each unit of the book.

Table 6
Repetition and percentages of the main and subsidiary contemplative thinking skills included in the Arabic language book, part one for the second intermediate grade

Sequence	Percentages of the main skills	Percentages of the subsidiary skills	Repetition	The subsidiary skills	The Main skills
First	24.691%	40%	8	Ability of contemplative	Observation & contemplative
		%15	3	Ability of analyze	
		25%	5	Identify the content of the problem	
		20%	4	ask questions	
		100%	20	total	
second	20.987%	29.411%	5	Identify The incorrect relations	Detecting fallacies
		35,294%	6	Identify The nature relations	
		23.529%	4	Realizing the shortcomings	
		11.764%	2	Correcting misperceptions	
		99.99%	17	total	
first	24,691%	40%	8	Reaching to a solution of the problem	Reaching to the results
		10%	2	Employing the previous experiences	
		50%	10	achieving the	

				logical sequence	
		100	20	total	
third	17.283%	71,428%	10	Divided the ideas	Giving a convinced explanation
		28.571%	4	Providing brain visualization	
		99.99%	14	total	
Fourth	12,345%	40%	4	Present realistic and proposals	Set suggestions solution
		40%	4	Present new ideas	
		20%	2	Identify procedural steps	
		100%	10	Total	
The total number of skills			81		

It is clear from the previous table with regard to the total Repetition of each skill and its indicator in the Arabic language book for the second intermediate grade, part one, that the total number of Repetition for the main skills (81) repetition. The skills of contemplative , observation and reaching solution ranked first, with a total of (20) repetitions for each of them. And a percentage of (24,691%), where the skill of contemplative and observation ranked first among them among the indicators skill of the ability to contemplative by (40%) and (8) repetitions, followed by the skill of identifying the content of the problem with (5) repetition and a percentage of (25%), and then the skill of asking questions with (4) repetitions and percentage (20%), Finally, the skill of ability of analysis was (3) repetitions and a percentage of (15%), and then so was the skill of reaching solution in the first place, equally with the skill of contemplative and observation with (20) repetitions and a percentage (24.691%), and it was ranked first among Indicators Indicator of achieving logical sequence with (10) repetitions and a percentage of (50%), and then the skill of reaching solutions with a percentage of (40) and (8) repetition , and in the last place was the skill of employing previous experiences with (2) repetition and a percentage of (10%) .

In the second place, the skill of detecting fallacies was (17) repetition and a percentage of (20.987%), and the indicator for identify the natural relations was in the first place with a percentage of (35.294%) and (6) repetitions , and then the indicator for determining the incorrect relations (5) repetition and a percentage (29.411%), then the indicator of realizing the deficiencies with (4) repetitions and a percentage of (23.529%), and finally, the indicator of contribution to modifying misperceptions came with (2) repetition and percentage (11.764%), while the skill was Giving explanations came in the third place with (14) repetition and a percentage of (17.283%), and the indicator of dividing the ideas came in the first place with (10) repetition and a percentage of (71.428%), and the

indicator of providing brain visualization was at (28.571%) and (4) Repetitions. Finally, the skill of Set suggestions solution was (10) repetitions and a percentage of (12.345%), and the two indicators for presenting plans and proposals and proposing new ideas came first with a percentage of (40%) and (4) repetition for each, while the indicator Determining the procedural steps by (20%) and (2) repetition .

Presentation of the main and subsidiary contemplative thinking skills according to the second part of the book, and to reach the results related to the contemplative thinking skills included in two Arabic language books for the second intermediate grade, part two, the researcher used the content analysis tool for contemplative thinking skills in analyzing the content of two Arabic language books for the second intermediate grade, part two. The repetition and percentages for each main skill of contemplative thinking skills, and the associated indicator, were extracted for each unit of the book.

Table 9
Repetitions and percentages of the main and subsidiary contemplative thinking skills included in the Arabic language book, part two for the second intermediate grade

Sequence	Percentages of the main skills	Percentages of the subsidiary skills	Repetition	The subsidiary skills	The Main skills
3	20,408%	30%	6	Ability of contemplative	contemplative & Observation
		20%	4	Ability of analyze	
		15%	3	Identify the content of the problem	
		35%	7	ask questions	
		100%	20	total	
1	30.612%	16,666%	5	Identify The incorrect relations	Detecting fallacies
		26,666%	8	Identify The nature relations	
		33.333%	10	Realizing the deficiencies	
		21.000%	7	Modify the misperceptions	
		99.99%	30	total	
2	25,510	24%	6	Reaching to a	Reaching to the

				solution of the problem	results
		20%	5	Employing the previous experiences	
		56%	14	achieving the logical sequence	
		100	25	total	
4	13,265%	46,153%	6	Divided the ideas	Providing a convinced explanation
		53,846%	7	Providing brain visualization	
		99.99%	13	Total	
5	10,204%	20%	2	Present realistic plans and proposals	Set suggestions solution
		40%	4	Present new ideas	
		40%	4	Determined procedural steps	
		100%	10	Total	
	99.999		98	The total number of repetitions	

It is clear from the previous table regarding the total repetition of each skill and its indicator in the Arabic language book for the second intermediate grade, part two, where the total number of repetitions of the main skills was (98) repetition , and it is clear from the previous table that the skill of detecting fallacies was ranked first with a percentage of (30, 6122%) and with a repetition of (30), and the skill of realizing the deficiencies was ranked first among them with a percentage of (33.333%) and with (10) repetition , and then the skill of identify the logical relationships (8) repetition and a percentage of (26.66%), followed by The skill of Modify the misperceptions with (7) repetitions and a percentage of (21.00%), and finally the skill of identifying incorrect relationships with (5) repetitions and a percentage of (16,666%), and then the skill of reaching conclusions ranked second with (25) repetition and a percentage (25,510%), and it was in the first place among the indicators, the indicator of the ability to logical analysis with (14) repetition and a percentage (56%), and then communication to solutions by (24%) and (6) repetition and in the last place , the indicator of employing the previous experiences with (5) repetition and a percentage of (20%).

The third rank was for the skill of the ability to contemplative and observation with (20) repetitions and a percentage of (20.408%), and the indicator of ask question came in the first place with (35%) and (7) repetition , and then the indicator of ability of contemplative with (6)) repetition and a percentage (30%), then the indicator of analysis ability with (4) repetition and a percentage of (20%) and finally the problem

content indicator with (3) repetition and a percentage of (15%), while the skill of providing explanations was in the third place with (13) repetition and a percentage of (13.26%), and the indicator of providing brain visualization ranked first with (7) repetition and a percentage of (53.84%), and the indicator of dividing the ideas at a rate of (46.153%) and (6) repetitions, and finally the skill of Set suggestions solution with (10) repetitions and a percentage of (10.204%), and the two indicators of proposing and determining the procedural steps were in the first place by (40%) and (4) repetition, while the indicator for presenting plans and realistic proposals was by (20%) and repetition.

3-Presentation of the main and subsidiary contemplative thinking skills according to the two parts of the book. In order to reach the results related to the contemplative thinking skills included in the Arabic language books for the second intermediate grade, the first and second parts, the researcher used the content analysis tool for the contemplative thinking skills in analyzing the content of two Arabic language books for the second intermediate grade, the first and second parts, and the repetition and percentages of each major skill were extracted from the skills contemplative thinking, and the indicator associated with it, for each unit of the book.

Table 12
Repetitions and percentages of the main and subsidiary contemplative thinking skills included in the Arabic language book, part one & two for the second intermediate grade

Sequence	Percentage of the skills	Percentages	Both 1+2	Part 2	part 1	The subsidiary skills	The Main skills
Third	22,346%	35%	14	6	8	Ability of contemplative	contemplative & Observation
		17,5%	7	4	3	Ability of analyze	
		20%	8	3	5	Identify the content of the problem	
		27.5%	11	7	4	ask questions	
		100%			20	total	
first	26,256%	21.276%	10	5	5	Identify The incorrect relations	Detecting fallacies
		29,787%	14	8	6	Identify The nature	

						relations	
		29.787%	14	10	4	Realizing the deficiencies	
		42,300%	9	7	2	Modify the misperceptions	
		99.99%	47	30	17	total	
second	25.139%	28.88%	13	6	8	Reaching to a solution of the problem	Reaching to the results
		15.55%	7	5	2	Employing the previous experiences	
		53.33%	24	14	10	achieving the logical sequence	
		99.99%	45	25	20	total	
Fourth	15.083%	62,962%	17	7	10	Divided the ideas	Providing a convinced explanation
		37.037%	10	6	4	Providing brain visualization	
		99.99%	27	13	14	Total	
fifth	11.173%	30%	6	2	4	Present realistic plans and proposals	Set suggestions solution
		40%	8	4	4	Present new ideas	
		30%	6	4	2	Determined procedural steps	
		100%	20	10	10	Total	
			179	98	81	The total number of repetitions	

It is clear from the previous presentation that the skill of detecting fallacies was ranked first in terms of its occurrence in the two Arabic language books, by (47) repetition and a percentage of (26.256%), and then the skill of reaching results was with (45) repetition and a percentage of (25.139%). And in the third place was the skill of contemplation and observation with (40) repetition and a percentage of (22.34%), and in the fourth place was the skill of providing explanations with (27) repetition and a percentage of (15,08%), and finally the skill of providing suggested solutions by (20) repetitions, and a percentage of (11.17%).

It is clear from the presentation in the previous table that the skill of detecting fallacies was ranked first in terms of its occurrence in the first and second parts of the Arabic language book for the second intermediate grade, where the skill of detecting fallacies was received by (47) repetition

, and it was at the forefront of the book's reading sections with a total of repetition (21) repetition and a percentage (44%), then comes in the second place the grammar with a total of (12) repetition and a percentage (25.531%), then thirdly the dictation with a total of (8) and a percentage (17.021%), then comes the expression in the last place At the rate of (6) repetitions and a percentage of (12.765%), then the skill of reaching results comes in the second place with a total of (45) repetition , and at the forefront of the sections in this skill was the grammar at a rate of (18) repetitions and a percentage of (40%), The second rank is reading with (12) and with a percentage (26.666%), then thirdly spelling with a total of (8) repetitions and with a percentage (17.777%), and finally the composition was given with a total of (7) repetitions and with a percentage (15.555%).

The skill of contemplative and observation comes in third place with a total of (40) repetition , where it comes in the first place among the sections of the book grammar by (18) repetitions and a percentage (45%), then reading with a total of (11) repetition and a percentage (27.5%).), then the composition at the rate of (6) repetition and at a percentage (15%), and finally the spelling at the rate of (5) repetition and at a percentage of (12.5%), then the skill of giving convincing explanations comes in the fourth place among the skills with a rate of (27) repetition divided into sections The book ranked first in the rules with a total of (11) repetition and a percentage (40.740%), then reading with a total of (7) repetitions and a percentage (25.925%), then coming third the expression with a total of (5) repetition and a percentage (18.518%). Finally, spelling comes with a total of (4) repetition and a percentage of (14.814%), then in the last rank comes the skill of set suggestion solutions with a total of (20) repetitions, and it is included in the introduction of the grammar book's sections, with a total of (9) repetition and a percentage (45%). Then reading at a rate of (5) repetitions and a percentage of (25%), spelling and composition and a number of repetitions of (3) and a percentage of percentage (15%) for each of them.

Second: Explanation of the results It is clear from the results of the research and the analysis of the educational content of the Arabic language, that the skills of contemplative thinking were mentioned in abundance in the two books of the Arabic language for the second intermediate grade in the first and second parts, There were (5) main skills, and (16) subsidiary skills , and the availability of contemplative thinking skills existed in varying proportions in the two parts and units of this book and it's units. These skills appeared in the Arabic language, reading, spelling , and composition in different proportions in line with the relative rates of each of them . However, we find that the skill of detecting fallacies is one of the skills mentioned in abundance, and this is due to the nature of the Arabic language, which requires the student to think and realize the subject and contribute to identifying its fallacies , while the skill of reaching conclusions was mentioned in abundance in all topics due to the importance of the Arabic language because it needs.

To employ experiences by teachers and students and to reach appropriate solutions to problems, which leads to a logical sequence of ideas and the achievement of educational goals, and then we also find the skill of contemplative and observation mentioned in a good proportion to its importance because it requires the student to contemplative and observation in thinking and this is what education works on in preparing its curriculum, while We find disparities and decreases in the rest of the skills, including the skills of providing convinced explanations and the skill of providing suggested solutions, and this is of course due to the nature of the Arabic language.

Conclusions

Based on the findings of the current study, the following conclusions can be presented:

- The Arabic language curricula in the second intermediate grade, in the first and second parts, are characterized by an acceptable set of contemplative thinking skills.
- The skills of contemplative thinking were not shown in equal proportions in the two parts of the book and according to its units and sections.
- The authors of the Arabic language curriculum for the second intermediate grade did not take into account the balance and gradualism in the introduction of contemplative thinking skills in the sections of the book.
- The authors of Arabic language books did not adopt a specific criterion through which they take into account the inclusion of contemplative thinking skills in all sections of the book.
- Some topics in the Arabic language book for the first and second parts are completely devoid of contemplative thinking skills, which leads to students not understanding the subject well.
- The skills of contemplative thinking have an important role in making the student the focus of the educational process, and this was evident through the clear diversity in their occurrence in the two parts of the book.

Recommendations

In light of the findings of the current study, the researcher recommends the following:

- The Ministry of Education and curriculum author should rely on employing all contemplating thinking skills in Arabic language books on an equal basis in all units and sections.
- Adopting the list of contemplative thinking skills that the current study reached when analyzing the content of other textbooks as criteria for analysis.
- Preparing an appropriate standard to include the skills of contemplative thinking in the Arabic language book for the second intermediate grade.

- Reconsidering the content of the Arabic language book for the second intermediate grade, so that the topics presented are addressed to develop the students' contemplative thinking skills.
- Working on developing and enhancing the students' contemplative thinking skills by following the various activities of the school administration.
- Training the headmaster to use contemplative thinking skills to help teachers develop their skills and teaching abilities, as well as self-development with enjoyment, and periodically, which provides the appropriate developmental climate for practicing the educational process and solving its chronic problems.
- highlighting the skills in the book to the learners.
- Training the teachers of the various subjects to use contemplative thinking skills to solve academic problems, and make the right decisions to face the pressing and chronic problems of the educational process, which provides the appropriate developmental climate for practicing the educational process and solving its problems.

Suggestions

To complement the results of the current study, and to enrich with the knowledge in this field, the researcher can suggest conducting the following studies and research:

- Working on analyzing Arabic language books for the intermediate stage and making sure that they contain contemplative thinking skills, because of their great role in influencing students and developing their love of science.
- Doing a study similar to the current study to analyze other textbooks in the light of contemplative thinking skills.
- Working on building an integrated guide for the contemplative thinking skills contained in Arabic language books and other materials for the intermediate stage.
- Doing a study to display teachers' ability to develop methods of developing contemplative thinking skills in the different academic levels.
- Designing programs that teach the Arabic language according to the skills of contemplative thinking due to its important role in the field of teaching.

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