

The Extent to which the Sociology Textbook for the First Intermediate grade includes Critical Thinking Skills

Phd. Moder Sabah Abd¹

¹ College of Education, English Department, the Islamic University in Najaf, Iraq

¹modersabah1987@gmail.com, modersabah1987@iunajaf.edu.iq

ABSTRACT

The current research aims to identify (the extent to which the sociology textbook for the first intermediate grade includes critical thinking skills), and the research community consisted of all pages of the sociology book for the first intermediate grade scheduled by the Iraqi Ministry of Education. The research tool to diagnose the availability of critical thinking skills, and after ensuring the validity and reliability of the tool, the tool included (35) items distributed into five critical thinking skills, which are (the skill of determining the relationship between cause and effect, the induction skill, the comparison and contrast skill, the sequencing skill, and the deduction skill).

Keywords

Sociology book for first intermediate grade, critical thinking skills.

Article Received: 10 August 2020, Revised: 25 October 2020, Accepted: 18 November 2020

1. Introduction

In light of the modern concept of the curriculum, the textbook is described as one of the important tools to achieve the desired goals of the subject, as it is the coordinated and organized source of all knowledge that organizes values, trends and language formulated in a number of skills and activities in addition to being a means of direct communication between the teacher and the learner and has great importance in creating a fertile learning environment To invest and develop human energies if it is used effectively, in order to achieve the goals for which it was set in addition to the content, teaching aids and methods while following the correct evaluation methods, and among the important study materials is the subject of social studies, which is an important focus of the study subjects because of its contact with students' daily life And the future and its environment, whether internal (psychological) or external (everything that surrounds it). Therefore, all educational opinions and modern theories confirm that the stage of basic education is of great importance in imparting and developing thinking and its skills among students, and by this it has achieved the most important goals, which are the acquisition of thinking skills and that the subject of social studies is important.

2. The external environment

A large part of the study subjects is that the main element is the human being, as they deal

with him Being an element with a culture, history, needs and future visions and motivations influenced by the external environment, whether local or global due to modern and advanced means of communication and because of these behaviors of influence on the behavior of the individual and for this it became necessary for us to provide these skills and these balanced and disciplined behaviors in order to achieve the goals of this subject and fit the environment of the student Taking into account this also the global environment, and this is why it can be said from the above that social studies as an educational subject must give the learner the basic skills for his proper compatibility with the environment and solving life problems that he may be exposed to. Therefore, through the researcher's experience in the field of teaching and frequent meetings with those with specialization and experience * they indicated There is a lack in this subject (social subjects for the first intermediate grade) of critical thinking skills, which is one of the most important thinking skills that contribute to the proper mental construction of the learner and after it was in the previous years are separate to (history, geography, national education) and when combined with one book, it did not take into the necessary account, intellectual and mental aspects, and with this the researcher reviewed this material, where it focused on a limited number of skills and ignored the other skills necessary for this grade (first intermediate) and that the preparation and

presentation This article is a new after a long period of separation between the three school subjects and the speed of circulating the book to schools and not experimenting with it according to the researcher's knowledge, and that the actions that a person performs are subject to deficiencies in most cases and need to be reviewed and continuous evaluation to correct their course in the right direction to reach the goals that was drawn and planned.

In this way, you can describe the textbook from the most important components of the curriculum and for the book to become effective, its preparation and writing must be in the light of a clear-cut philosophy for the development of thinking and be a main source of learning resources for the student, its evaluation and access to information in addition to ease of use and cost reduction is of importance to each of the learner And the teacher, as it contributes to defining the goals to be achieved for the teacher and the emergence of the main concepts and giving proposals for activities and issues of dialogue and discussions, as it determines for the learner what information he will study and makes continuity in the learning process and exciting the motivations of the students. 2010: 35)

Likewise, the textbook has great importance in influencing what students learn inside the school, as it is a clear evidence of the curriculum and its limits, and through it the educational programs in the school can be identified in addition to being easy to define the goals to be achieved for the teacher in his students and his suggestion of activities and issues of discussion and dialogue and the use of appropriate educational teaching aids The diversity in the questions here is easy to update, develop, control, bring it out and make it interesting and enjoyable, because it includes the summary of human thought in line with the scientific and academic material and includes life issues and makes it more employable for critical thinking.

(Ibn Salamah and Al-Hatti, 2005: 333)

3. Mental abilities

This subject must be at a high level of mental abilities in order to contribute to building an intellectual system through which the student can find solutions to the problems that he may encounter, and here it is not possible to develop these skills without the availability of several

factors, some of which are related to the educational content of this subject and some of them with the teacher and his methods and methods of classroom teaching and here he must upgrade these methods and methods in addition to the calendar and his methods, and here is the reason for the teachers' failure to succeed Thinking skills lies in the failure to formulate the curriculum content in a way that helps in the development of thinking in addition to the lack of clarity of the thinking skills to be taught, especially since the depth, value and organization of the material are matters that determine the mental process that is to be activated with the aim of interaction and development so that it becomes an experience stored in the individual's cognitive structure (Qatami;2004: 376), and many educational conferences have come to stress the importance of developing the thinking skills of learners He was considered a basic goal for all school curricula and among these conferences at the Arab level is the second conference of education ministers in the Arab world in 2000 which emphasized the necessity of the individual and patterns of thinking, especially scientific and critical thinking (Arab Organization for Education, Culture and Science, 2004), and here the subject of social studies is the most material Including thinking skills based on what it aims to achieve, developing the mental capabilities of learners, provoking their thinking, and training them in analysis, comparison and classification.

1- The skill in obtaining the necessary knowledge about the human condition in the past, present and future.

2- Acquiring the necessary skills to handle, handle and use information correctly.

3- Developing skills that aid in reviewing ideals and beliefs.

4- Application of knowledge through active participation in society (Bart, 2004: 11)

Likewise, among the most important goals of social studies are the skills of collecting, organizing, interpreting, linking and processing information, reaching conclusions and finding alternatives to solve a problem and make decisions (ketteringham, 2007; 105), (Osk, 2008; 55).

4. Definition of terms:

The Sociology book for the first intermediate grade: It is a book devoted to

teaching social subjects for first intermediate grade students, issued by the Iraqi Ministry of Education for the academic year (2017 AD) (Iraqi Ministry of Education, 2017)

Critical thinking skills: Known by Watson - Classer 1964

A set of attitudes, knowledge and skills includes: Inquiry trend which includes the ability to recognize the dimensions of the problem and accept correct evidence and evidence. Knowledge related to the nature of inference based on the rules of logic skill of using and applying previous directions and knowledge. (Glasser;1964: 10).

Michael Scriven (2002) defined it: "The mental processes organizing activity and the concept of skills from analyzing, organizing, applying, authoring and evaluating the information gathered through observation, experience, interaction, causes and mixing that leads to the ideal form." (Scriven, 2002:1).

Procedural definition: It is a group of different mental processes required to practice critical thinking.

5. Theoretical Framework and Previous Studies:

First: The textbook: The textbook is one of the important tools in the educational process and in providing information, concepts and facts, and after it he defined definitions, including a written educational document that the teacher and the learner use in teaching to achieve the required methodological goals for the purpose of translating the prepared goals on the ground (Al-Sufi, 2010: 24) It was also known as one of the most important basic tools in the educational process and a major tool in the implementation of the lesson, and it is important for both the teacher and the student, as it is a basic reference from which the student draws his information, and a main tool for the teacher in preparing his lessons (Ashour 2004: 37).

5.1. Importance of the textbook:

The importance of the textbook in teaching social subjects is specifically due to several justifications, including:

- 1- Developing the skill of reading and transferring the training effect to another reading.
- 2- The textbook is a constant companion for the student, as it is sponsored for him to study and review, whether in solving questions and exercises

that come after the end of each semester, or certain topics, or in the final review.

3- Providing experiences and information in a manner commensurate with the abilities, skills and levels of students by simplifying the experiences of students and presenting them in an attractive manner and in cases reviewing some topics in some detail and digressing whenever the need arises for the purpose of organizing ideas, research and review (Malhas 2007: 20), and the textbook is important It is also very great in the formation of the student's thought and orientations due to its nature and this role comes as a result of its close association with society and the changes occurring in the past, present and future. This formation of the student is often directed from the Islamic history course not to develop intolerance of color, gender or religion and to form a balanced student who is able to advance himself and his society He is characterized by intent and moderation in all his life affairs, and makes him face life strongly in various fields (Al-Ghoul, 2010: 33).

5.2. Textbook development:

It is difficult to view the textbook in isolation from the educational systems, and there cannot be a school curriculum without a good educational system as it is part of the comprehensive education system in the country and that the future of education in the region and its development depends on the main foundations:

- 1- Paying attention to curriculum content, performance level and quality for curriculum preparation.
- 2- Paying attention to teaching critical thinking and thinking in particular to students within the school system.
- 3- Paying attention to the student's creative productivity.
- 4- Restructuring of educational systems.

A number of the researcher added that all the theories and trends of education and the movements for developing the textbook reinforce interest in the components of the educational process centered in four areas: the teacher, the student, the textbook and the classroom (Al-Suroor, 2005: 40).

5.3. Deficiencies of the textbook:

There are a number of deficiencies that need the teacher's attention and treatment, among these aspects:

1- The presence of words and phrases that do not match the students' linguistic level, which hinders their understanding of the meanings contained in these phrases.

2- There are some generalizations and ambiguous phrases with no examples explaining what such generalizations and phrases are aimed at. What the author of the textbook often provides to clarify such matters is nothing more than a repetition of them.

3- The book is inflated with concepts and facts instead of presenting, explaining and clarifying specific concepts.

4- The textbook's lack of sufficient exercises, exercises and self-evaluation activities in each semester or topic to deepen students' understanding and encourage them to think, research, and review references and other sources of information.

5 - Weak linkage of the book material with students' previous experiences, and what they will be exposed to in terms of future experiences, and its weak link with other study subjects.

6- Failure to take into account individual differences in student growth, which may make the least developed people feel difficult and turn them away and the more developed with ease so it does not challenge their thinking.

7- Presenting the textbook material in a way that does not stimulate critical thinking and the associated analysis, conclusion, and evaluation of evidence and opinions (Al-Sufi, 2010: 33)

5.4. Textbook specifications:

1- The relationship is clear between the content of the book and its organization on the one hand, and the objectives of the curriculum on the other hand.

2- The educational material is appropriate to the students' level in terms of concepts, information and terminology contained in the book.

3- Take into account the interconnectedness and sequence of historical events in one article and its complementarity with other materials.

4- The educational material is appropriate to the students' level in terms of concepts, information and terminology contained in the book.

5- It takes into account the diversity and clarity of its contents and develops thinking among students.

6- Take into account the interconnectedness and hierarchy in one subject and its complementarity with other materials.

6. The importance of teaching thinking about Islam:

Interested in Islam a keen interest in mind and thinking and the more we discussed in the Koran and found that it contains a lot of references to the thought of God Almighty says: "If we sent down this Qur'an on a mountain I saw him humble flawed from the fear of God and that the optimal cite for people so that they might improve their minds" (Al-Hashr, verse 21) And in the affirmation and preference for wisdom, the Almighty said: "Wisdom is given to whomever wills, and whoever provides wisdom has lost a great deal of good and nothing reminds of the only Islamic mind." 9 This is the word of wisdom. He who protects the conscience, realizes the facts, distinguishes between matters, balances opposites, manages and improves perception and vision, just as the Holy Qur'an does not mention the mind except the place of veneration and alertness to the necessity of working with it and referring to it. They are firm in terms and significance and are repeated in every exhibit of the command and the prohibition in which the believer urges To refine his mind or blame the wrongdoer for neglecting his mind and accepting stone from him (Al-Akkad, 1971-17)

That is why reason is for the sake of the blessings that God has bestowed upon man. God Almighty has directed people's thinking to the indications of its oneness in a manner appropriate to human understanding and applied minds, including the words of God Almighty: "Do they not look at the camel and how it was created (17) and for how it is created (17) and for how it is created (17)? How to set up (19) and the earth, how it is spread (20) "(Al-Ghashiyah, verse 17-20) and the Almighty said:" and We have sent down to you the male to show people what was revealed to them and perhaps they may reflect "(Surah, verse 44), I have mentioned the term thinking in The Noble Qur'an in many places to indicate its importance and it came with similar and synonymous words. It was accompanied by a call to reason, a mention of thought, a reference to reflection and appreciation for science and scholars. (El-Bakr, 2002: 20)

7. An interest in critical thinking has developed.

The interest in critical thinking and its skills dates back to previous historical stages and can be

traced back to the teaching practices of Socrates (469 BC), who is considered one of the greatest philosophers and thinkers of his time, who took great care of the mind and promised him a source for the collection of knowledge. As for Plato, he emphasized critical thinking without the ideas of Socrates and the Greek skeptics, as they asserted that things differ greatly from what they appear to be, and Plato emphasized that education does not succeed if it is imposed on the incapable of it because there is a small group of people who have the ability to study mentally Those who are high-end can pursue this type of study in an organized scientific way (Al-Amayrah, 2000: 124).

In the Middle Ages, critical thinking appeared in the writings of (Thomas Al-Aquinas), who emphasized the need for careful, consistent, polite thinking, and showed that those who think critically do not always deny those beliefs that lack reasonable foundations, and the interest in critical thinking in the past century goes back to the period (1910-1939). Through the works of John Doy when he used in his book (How do we think) terms of the type of contradictory thinking and questioning that he adopted in his scientific style, and the term critical thinking was given a wider meaning by (Edward Classer) and others as it included in addition to the above Phrase test, in the period between (1940 - 1961), then the meaning of the term critical thinking was narrowed during the work of (Robert Ennis) and his colleagues during the period between (1962-1979) to exclude solving problems and adopting the scientific method, and to include only the measurement of phrases. (Ibrahim, 2007 (b): 77).

And this concept expanded during the period (1980 - 1992) to include aspects of thinking in a problem-solving style (Muhammad, 1996: 4).

The interest of contemporary education in critical thinking does not exceed two decades, as the effect of the behavioral school in American education contributed to the neglect of the interest in the development of thinking until the seventies of the last century. To the cognitive school, which affirms that the learner should be an active processor of information, there has been interest in developing thinking in general and critical thinking in particular (Al-Asadi, 2009: 62).

8. Critical thinking skills:

After getting acquainted with the concept of critical thinking and the definitions that were presented to it, the most important critical

thinking skills developed by scholars and researchers can be identified, as many of them addressed these skills specifically and clarifying. But just as they differed in defining the concept of critical thinking - as we have already explained - they also differed in defining its skills, as each one of them put together a list of critical thinking skills that he thinks fit his nature and can be developed through different school subjects, and we will address some lists that have been developed for thinking skills The critic, whether in Arab or foreign literature, we find that in foreign literature there are several lists of critical thinking skills. Beyer has put together a list of ten critical thinking skills, as follows:

1. Distinguish between information, allegations and reasons related to the topic and not related to the topic.
2. Distinguish between facts and allegations.
3. Determine the reliability of the source of the information.
4. Determine the true accuracy of the news or the novel.
5. Know the allegations, evidence, and ambiguous arguments.
6. Define the assumptions that are not apparent or implicit in the text.
7. Screening for bias or prejudice.
8. Know logical fallacies.
9. You know the contradictions or lack of consistency in the course of the inference process from the introductions or facts.
10. Determine the degree of strength of the proof or claim. (Ibrahim, 2005 (d): 374-375).

While (Ennis, 1985), who is one of the leaders of the critical thinking movement, identifies twelve skills for critical thinking. Diagram (2) illustrates this:

T	Skill	The Question that helps criticize the idea
1	Understand the meaning of the phrase	Is the phrase meaningful?
2	Judging whether the statement is contradictory	Does it have stability?
3	Judging the existence of ambiguity in the inference	Is it clear?
4	Judging whether the	Is it accurate?

	statement is clearly defined	
5	Judging whether the outcome necessarily follows	Does it make sense?
6	Judging whether the phrase is applied in principle	Do you follow a law?
7	Judge whether the view is reliable	Is it accurate?
8	Judging whether the result is sufficiently justified	Is it justified?
9	Judging whether the problem is known	is she in a relationship ?
10	Judging whether an object is an assumption	Is it guaranteed?
11	Judging whether the definition is precisely defined.	Is it precisely defined?
12	Judging whether the phrase is an acceptable text	Is it real?

(zaytoon, 2008: 47).

As for the lists identified by the Arabic literature for critical thinking skills, the following are:

1. Independence in thinking about others or the environmental conditions surrounding the individual
2. Determine the reliability of the source of the information.
3. Taking into consideration the various aspects of the topic, and achieving a comprehensive view of it.
4. Understand and apply the rules of logic.
5. Distinguish between relevant and irrelevant information, allegations, or justifications.
6. Distinguish between verifiable facts and allegations.
7. Identify the clear evidence and arguments that are vague.
8. Avoid common mistakes in logical thinking.
9. Determine and clarify accuracy in phrases and vocalizations.
10. Find multiple alternatives for one order.
11. Development of in-depth careful observation.
12. The ability to deal flexibly. (Kattami and others, 2010: 434).

As (Ibrahim, 2004) indicates, in order for an individual to acquire the skill of critical thinking, he must master the following skills:

1. Focusing skills, including description, definition of central concepts, problem reordering, and goal setting.
2. The skill of data collection, including observation, extracting information, forming questions, clarifying through inquiry.
3. Memory skills, including information storage and retrieval, visualization.
4. Organizational skills, including comparison, classification, ranking, and presentation of information.
5. Analytical skills, including classifying information and testing it for components and relationships.
6. Production skills, which include employing previous knowledge, connecting new ideas, concluding, identifying similarities and differences, anticipating, mastering adding new meaning to information.
7. Integration skills: These include summarizing, integrating information, structuring, and planning.
8. Evaluation skills, including: setting standards, verifying data. (Ibrahim, 2004: 797).

It is evident through the previous presentation of some classifications that have been presented for critical thinking skills:

1. The difference between educators about specific skills for critical thinking, and perhaps the reason is due to the nature of this type of thinking because it contains multiple, varied and overlapping aspects.
2. Some classifications of critical thinking skills focused on mental appearances such as problem identification, conclusion, and change, and others focused on non-mental aspects, such as a tendency to science and a tendency towards questioning, and some of the third focused on cognitive skills such as recognition, interpretation, discrimination, analysis and reinforcement, while the fourth ones focused on Emotional manifestations such as prejudice, appreciation, and pretension.
3. The classifications presented to critical thinking skills have been associated with the overlap and intertwining of critical thinking with other thinking styles such as logical, rational and inferential thinking, in addition to its association with problem-solving skills. These lists and classifications included logical skills, reasoning skills, and problem-solving skills.

9. Second: Previous studies:

1- A study (Boukhaous, 2009):

The study aimed to build a tool to measure the degree of availability of critical thinking skills in science textbooks and to determine the extent to which science books for the preparatory stage in the Kingdom of Bahrain include these skills, arrange them in terms of frequency and the axis to which they belong, and determine the order of the classroom in terms of the frequency of interest in these skills in the established science books. On these classes and in order to answer the study questions and achieve its objectives, a form for content analysis was designed and built that included thirty-seven critical thinking skills, divided into three

axes and their validity and reliability have been verified and applied to all science books assigned to middle school students, which number six books and six pamphlets for practical activities. The results of this analysis revealed that the science books for the preparatory stage included fifteen critical thinking skills out of thirty-seven skills. These skills are distributed on the three axes at a rate of five skills in each axis. As for the ordering of the occurrences of critical thinking skills according to the grades, the textbooks for the first grade of middle school came in the first place and the books for the second year of middle school came in the second place and the books for the third year of middle school. (Boukhaous, 2009: 293)

2- Study (Bahri, 2010):

The study aims to identify the basic thinking skills in the social and national education textbooks for the first three basic grades. To achieve this goal, the researcher followed the descriptive and analytical approach, as they prepared the study tool that included eight thinking skills and then made sure of its validity and consistency. After that, the content of the social and national education books was analyzed. For the first three grades in light of the analysis tool and the validity and reliability of the analysis was confirmed, then these skills were presented with their definitions and previous requirements for their learning to a sample of teachers, supervisors and faculty members in universities with educational specializations to judge whether these skills are compatible with the skills that can be acquired by students. In the first three grades, the results of the study showed that the most basic

thinking skills are available in conclusion and summarization, and the least available skills are arrangement and comparison. It was also found that there is a difference in the rates of availability of thinking skills within the same class and across the three grades. The results also showed that the basic skills that were adopted in the tool. The study fits the students' abilities. (Nautical, 2010: 295)

3- Study (Hussein, 2015):

This study aimed to identify the degree to which the Islamic history book represents the critical thinking skills of the second intermediate grade in Iraq. The study community consisted of all pages of the book of Islamic history for the second intermediate grade scheduled by the Iraqi Ministry of Education and the study sample was comprehensive to the content of the book and the researcher developed a content analysis form to monitor the occurrence of occurrences. Categories of analysis in the history book and after making sure of their consistency and validity. The analysis form included (35) items distributed on five skills for critical thinking, which are: (the skill of determining the relationship between cause and effect - the skill of induction - the skill of comparison and contrast - the skill of succession - and the skill of deduction) and the proportions were used. Percentage and Repetitions. The results of the study revealed the following:

- The skill of determining the relationship between cause and effect won 39.9%, and the relay skill also won 39.9%.

- Induction skill acquired a percentage of 14.2%.

- And the skill of deduction won a percentage of 5.4%

And finally, the skill of comparison and contrast of 0.5% (Hussain, 2015: i).

10. Discussing previous studies:

The previous studies agreed with the current research in their use of the descriptive method, as the study (Boukhaous, 2009) aimed to build a tool to measure the degree of availability of critical thinking skills in science textbooks and to determine the extent to which science books included the preparatory stage in the Kingdom of Bahrain, while the study aimed (Bahri, 2010). The study aims to identify basic thinking skills in the social and national education textbooks for the first three basic grades, while the study (Hussein, 2015) aimed to identify the degree of Islamic history textbook representation of critical thinking skills for the second intermediate grade in Iraq.

The study between the previous studies, while the study differed with the previous studies in their samples, some dealt with the secondary stage in its entirety and others dealt with the sample of the second intermediate grade, while the results are almost in agreement between them, either the current research may or may not agree with the previous studies and this is what the researcher will reach.

Chapter Three: Research Procedures: This chapter deals with the research methodology, the research community, the sample, the tool used, in addition to the statistical procedures and treatment that were used to answer the study questions, with the following details:

Research methodology: The researcher followed the method of content analysis that follows the descriptive approach being the appropriate method for the purposes of the study.

- **Research community and its sample:** The research community consisted of all pages of the sociology book for the first intermediate grade, which was decided by the Iraqi Ministry of Education for the 2017-2018 academic year, and the study sample included the content of the sociology book scheduled for students of the first intermediate grade in Iraq, whose number is (115) pages, and the study community is his sample.

- **Study tool:** After reviewing the pedagogical framework related to the problem of the study and going back to previous studies that dealt with the same method used in the current research of the book of sociology, which dealt with the topic of critical thinking skills as a study (Boukhoos, 2009), a study (Bahri, 2010), and a study (Hussein, 2015), Where the researcher prepared an analysis form consisting of five main areas and sub-skills of levels or sub-skills are branched out on the horizontal axis of the tool, while the vertical axis included the titles of the course book. The main skills were identified as follows:

- 1- The skill of determining the relationship between cause and effect.
- 2- Induction skill.
- 3- The skill of deduction.
- 4- Relay skill.
- 5- The skill of comparison and contrast.

- **Validation of the tool:** The researcher presented the form for the analysis that included the chapters of the book to a group of specialists in the field of curricula and teaching methods with experience

and competence from Iraqi universities, where their number reached (15) experts in order to ensure the validity of the tool and in light of their opinions and observations, some paragraphs were reformulated. The definitions are for the purpose of increasing their clarity and interpretation.

- **The stability of the tool:** the researcher analyzed the content of the sociology book based on procedural definitions, and the content was re-analyzed from one expert to another in the same specialty. All the help and questions required to carry out the analysis process were presented. 26) Skill and hence the following Holste equation was adopted: $RC = \frac{2M}{N1 + N2}$

As the coefficient of agreement between analysts reached (0.77), and this coefficient is good for the purposes of the study.

11. Statistical treatment:

1- Frequencies and percentages (chi-square) were used. To calculate the stability factor, the Holst equation was used using the statistical program for social sciences (spss) to extract the results.

Chapter Four: Results of the Study: This chapter includes a presentation of the findings of the study to answer its questions as follows:

The answer to the research question is: To what extent does the first-grade intermediate sociology textbook include critical thinking skills?

In order to answer this question, the frequencies and percentages of critical thinking skills were extracted. The frequencies and percentages of critical thinking skills included in the first-intermediate-grade sociology textbook were extracted, and chi-square values were extracted between the repetitions and percentages of these skills:

Table (1) Frequencies and percentages of critical thinking skills in the Sociology book for the first intermediate grade

The main skill	Repetition	Percentage	Kay value
The skill of determining the cause-and-effect relationship	147	38.9	7.20
The skill of induction	52	14	
The skill of deduction	19	5.40	
Relay skill	148	39	
The skill of comparison and contrast	2	0.50	
	370		

(0.05 = α) is a statistically significant function at a level of significance

It is evident from Table (1) that there is a difference in the percentages of critical thinking skills in the book of social studies for the first intermediate grade, where the value of chi (7.20) is a statistically significant value at a level of significance ($\alpha = 0.05$). For the skill of determining the relationship between cause and effect and the skill of sequencing while the lowest iterations were for the skill of comparison and contrast

12. Discussion of the results of the study

The results were extracted and the following appeared:

- The skill of determining the relationship between cause and effect gained 38.9%, and the relay skill won 39%.

- Induction skill gained 14%.

- And the skill of deduction obtained a percentage of 5.40%.

Finally, the skill of comparison and contrast is 0.50%.

And it reached several recommendations, the most important of which are: Urging interested parties and decision-makers to set up curricula in the Ministry of Education to represent critical thinking skills in social books for different grades and stages.

The results of the current research will be discussed by displaying the results of the research, which are:

The results related to the main skills of critical thinking in the book of social studies for the first intermediate grade showed that the iterations ranged between (0.5% - 38.9%), where it occupied the skill (determining the cause and effect relationship, and the succession skill), and after that the induction skill occupied a percentage (14%). The third place came in the skill of

deduction with a rate (5.40), while the skill of comparison and contrast came in the fourth and last place with a percentage (0.5%). The researcher attributes this reason to what these skills represent in terms of understanding the social sciences in an interesting way through which the real justifications for events and phenomena can be understood, as well as Informing those in charge of preparing this book and supporting the students' way of thinking and linking it and citing contemporary incidents in terms of linking time to space and people, as well as linking them to knowledge economy, credibility and validity of information, in addition to reviewing the original and secondary sources and references in addition to focusing the content of the book on the knowledge aspect based on the unity of concept, facts, terms and instructions Taking into account the arrangement of educational units according to the degree of importance, and this result is in agreement with the study (Hussein, 2015).

While the results related to (the induction skill) came in second place, with a percentage of (14%), which the researcher justified by explaining the events and phenomena in an objective and neutral manner and distinguishing between what is considered evidence and what is considered an explanation. 5.40%). The reason is that the containment of this skill in the book is to help students search for information and that access to it is somewhat limited, and in this case it constitutes a weakening of the students' ability to interact and respond, which makes them bloggers for notes and information presented by the teacher and this matter reduced the percentage of Their classroom interaction, i.e. the prevalence of the indoctrination quality on the teaching process, which casts a shadow over the teacher without exerting efforts by students in the process of thinking, research and investigation, as for the comparison and contrast passersby who got the

last rank by a percentage (0.50%), which indicates the limited skill. In the book of social studies, the researcher attributes the reason for this to the fact that the authors of the book entrusted these skills to the teacher, as they are skills that depend on the teacher to develop his own skill of discrimination. Between truth, opinion and viewpoints, which contributes to the synthesis of students' opinions towards modern concepts and encourages students to make judgments and make decisions independently and to analyze these decisions and the circumstances that led to their change or adoption.

Recommendations: In light of the research results, the researcher recommends the following:

1- Urging interested parties and decision-makers to set curricula in the Ministry of Education to represent critical thinking skills in the social textbooks for different grades and stages.

2- Work to conduct similar studies and research to find out the extent to which critical thinking skills are included in primary school curricula.

References:

The Holy Quran.

- [1] Ibrahim, Magdy Aziz (2005). Thinking from an educational perspective, its definition - its nature - its skills - its development - its patterns. Egypt, Cairo: The World of Books for Publishing, Distribution and Printing.
- [2] ----- (2004) Teaching Strategies and Learning Styles, The Anglo-Egyptian Library, Cairo.
- [3] ----- (2007). Encyclopedia of educational knowledge. Egypt, Cairo: The World of Books for Publishing, Distribution and Printing.
- [4] Ibn Salma, Mansour and Al-Harithi, Ibrahim (2005), the guide in writing the textbook and its specifications, Riyadh, Education Library for the Gulf States.
- [5] Al-Asadi, Nehme Abdul Samad (2009). The effectiveness of two educational models according to the (STS) approach in achievement and development of critical thinking and decision-making ability to solve environmental problems among students of the Department of Life Sciences, unpublished doctoral thesis, College of Education - Ibn Al-Haytham, University of Baghdad.
- [6] Barth, Jamies (2004) Curricula for social subjects for the elementary and intermediate stages. Activities and educational materials, translated by Abdullah Al-Ajaji, Saudi Arabia, Scientific Publishing House.
- [7] Bahri, Mona Younis, and Obaidat Hani Hatam (2010) Basic thinking skills in social and national education books for the first three basic grades in Jordan, Studies for Educational Sciences Journal. Volume (37), Issue (2), Jordan.
- [8] Al-Bakr, Rashid bin Al-Nouri (2002). Development of thinking through the school curriculum, Al-Rashed Library, Saudi Arabia.
- [9] Boukahous, Khaled (2009) The critical thinking skills included in the science books for the preparatory stage in the Kingdom of Bahrain, The Jordanian Journal of Educational Sciences, Volume (5), Issue (4), Jordan.
- [10] Hussein, Adnan Ghazi (2015) Degree of History Book Representation for the second grade of Intermediate Critical Thinking Skills in Iraq, MA Thesis (unpublished) Middle East University - College of Educational Sciences, Jordan.
- [11] Zaitoun, Ayesh Mahmoud (2008). Methods of Teaching Science, i (1) Dar Al Shorouk for Publishing and Distribution. Amman Jordan .
- [12] Al-Suroor, Nadia Hayel (2005) Teaching Thinking in the School Curriculum, Amman, Wael House for Publishing and Distribution.
- [13] Al-Safi, Abdul Hakim (2010) Teaching Children in the Age of Knowledge Economy, Amman, House of Culture.
- [14] Al-Akkad, Abbas Mahmoud (1971). Thinking is an Islamic duty, the Arab Book House, Lebanon.
- [15] Qatami, Nayfeh (2004) Teaching Thinking for the Elementary Stage, Amman, Dar Al Fikr for Printing and Publishing.
- [16] Qatami, Youssef and others (2010). Educational Psychology, i (1), Wael House for Publishing and Distribution, Amman.
- [17] Muhammad, Raed Mustafa (1996). The effectiveness of a training program for the

skill of critical thinking in a sample of the higher elementary grades in Jordan (unpublished master's thesis), University of Jordan - College of Graduate Studies.

- [18] Mari, Tawfiq Ahmed and Muhammad Mahmoud Al-Hailah (2009). Modern educational curricula, concepts, elements, foundations, and processes, i (6), Dar Al Masirah for Publishing, Distribution and Printing, Amman, Jordan.
- [19] Ashour, Ratib Qassem (2004) Curriculum between theory and practice, Amman, Dar Al-Masirah for publishing and distribution.
- [20] Al-Ghoul, Sabreen Adeeb (2010) The quality level of the history book scheduled for the ninth grade from the point of view of the supervisors and teachers of history in the governorates of Gaza (published master's thesis) The Islamic University, Gaza, Palestine.
- 1- Holisti, Ole, R. 1969. **Content Analysis for the Social Sciences and Humanities**, Addison Wesley Publishing co.
 - 2- Ketteringham, K. (2007). **Do we need studies in the classroom**. Journal of early children, 3(2)
 - 3- Osk, M. (2008). **Importance of teaching social studies**. New Jersey: Intelligent Life Publishers.
 - 4- Scriven, M. (2002). **Defining Critical Thinking for the national council for excellence in critical thinking**.
 - 5- Waston, G. & Glasser, E. (1991). **Watson – Glasser: Critical Thinking Appraisal Form**, Harcourt Brace, Jovanovich Publishers, London.