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Abstract

This study aimed at investigating the extent which Arabic textbooks for the elementary basic stage in Palestine are inclusive of the, cognitive and psychological, foundations of curriculum through using the descriptive pattern (*Content Analysis*). The study is to identify a list of criteria for the, cognitive and psychological, foundations that are to be taken into account at any process of building Arabic curricula and textbooks. In addition The researcher used the questionnaire as analytical tool for the elementary stage Arabic teachers, where its validity and Reliability was established.

The study's society was made up of the Arabic textbooks issued by the Ministry of Education in Palestine for the elementary stage, and the subject sample was represented by the Arabic textbooks of Grades (1, 2, 3 and 4). And all elementary stage Arabic teachers in Hebron district (1061) male and female teachers, the sample of them was selected stratified randomly and consists of (159) male and female teachers.

the researcher developed a classification for the criteria of the psychological and cognitive foundations. Such a classification (the study's instrument) consisted, at its ultimate version, after ensuring its credibility and constancy, of (52) criteria distributed over the aspects of the philosophical and cognitive foundations.

The researcher used, as well, what's necessary of frequencies , percentages, means, standard deviations, t test and one way ANOVA for analyzing the study's data as statistical procedures answering the study's questions.

The study showed out the following results:

The study developed a list of criteria for the psychological and cognitive foundations that are to be available in the Arabic textbooks for the elementary stage as consisting in its ultimate version of (52) criteria distributed as follows: (21) for the psychological foundations, (31) for the cognitive foundations.

The Arabic textbooks (the study's subject) included (1914) frequencies for the psychological and cognitive foundations, of which (1635) frequencies for the criteria of the cognitive foundations and (279) for the criteria of the philosophical foundations.

In addition the results showed that The Arabic textbook of Grade(3) included the best extent of inclusiveness of the criteria of the psychological and cognitive foundations, whereas the Grade (1)'s Arabic textbook was clearly shown through analysis to lack to be inclusive of the criteria of the, psychological and cognitive foundations.

Finally no statistically significant differences at the level (α 0.05) attributes to the variables of the study (sex, experience, and qualifications) among informations gathered from the sample of teachers.

In the light of the study similar studies in various stages, subjects and the need to involve teachers in curriculum development was recommended.

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تحققت الباحثة من ثبات أداة الدراسة بفحص الاتساق الداخلي لفقرات الأداة بحساب معامل كرونباخ ألفا (Cronbach Alpha) على عينة الدراسة الكلية حيث بلغت قيمة الثبات (0.96)، وبذلك تتمتع الأداة بدرجة عالية من الثبات.

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279	%0.05	22	%0.10	54	%0.17	87	%0.22	116	
1635	%0.95	399	%0.85	425	%0.82	417	%0.77	394	
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%4.54	1	-	-	-	-	%1.72	2		4
%9	2	%24	13	%45.97	40	%45.68	53		5
-	-	%7.40	4	%6.89	6	%18.96	22		6
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-	-	%7.40	4	-	-	%0.86	1		8
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-	-	%3.70	2	%1.14	1	%4.31	5	11
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%4.54	1	%1.85	1	%1.14	1	-	-	14
%22.7	5	%9.25	5	%6.89	6	%4.31	5	15
%4.54	1	%1.85	1	%2.29	2	%3.44	4	16
%4.54	1	%5.55	3	%9.19	8	%3.44	4	17
%4.54	1	%11.11	6	%6.89	6	%3.44	4	8
%27.27	6	%11.11	6	%6.89	6	%4.31	5	19
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%9	36	%9.88	42	%12.47	52	%10.15	40		1
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%6.26	25	%7.76	33	%6.23	26	-	-		4
%5	20	%6.58	28	%6.23	26	%6.59	26		5
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-	-	-	-	-	-	-	-		7
%7	28	%3.29	14	%1.91	8	%6.59	26		8
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%0.5	2	%1.88	8	%0.47	2	%1	4		10
%5.76	23	%5.3	24	%6.23	26	%6.59	26		11
%6.51	26	%7.52	32	%6.23	26	%6.59	26		12
%1.25	5	%0.70	3	%0.23	1	-	-		13
-	-	-	-	-	-	-	-		14

%1.5	6	%0.94	4	%0.23	1	-	-		15
%0.25	1	-	-	-	-	-	-		16
%6	24	%3.5	24	%5.75	24	%6.59	26		17
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-	-	-	-	%0.23	1	-	-		19
-	-	-	-	-	-	-	-		20
%5	20	%1.41	6	-	-	-	-		21
%0.75	3	%0.94	4	%0.71	3	-	-		22
-	-	-	-	-	-	-	-		23
%4.26	17	%2.58	11	%1.43	6	%1	4		24
%4.26	17	%7.4	20	%0.47	2	-	-		25
%2	8	%4.7	20	%5.51	23	%13.19	52		26
%15	60	%15	64	%12.47	52	%1.26	5		27
%6	24	%5.3	24	%5.57	24	%6.59	26		28
%6	24	%5.3	24	%5.75	24	%6.59	26		29
%1	4	%1.64	7	%0.95	4	%3.29	13		30
%0.5	2	%2.11	9	%4.31	18	%4	16		31
%100	399	%100	425	%100	417	%100	394		

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	0.82	3.95		57	1
	0.70	3.81		35	2
	0.78	3.79		47	3
	0.69	3.79		1	4

	0.84	3.76		46	5
	0.88	3.74		48	6
	0.826	3.72		43	7
	0.81	3.69		54	8
	0.75	3.69		56	9
	0.72	3.67		7	10
	0.81	3.67		55	11
	0.85	3.66		44	12
	0.80	3.66		19	13
	0.74	3.64		36	14
	0.78	3.62		37	15
	0.66	3.58		2	16
	0.86	3.58		45	17
	0.93	3.58		41	18
	0.79	3.57		20	19
	0.80	3.56		53	20

	0.87	3.55		51	21
	0.73	3.53		18	22
	0.77	3.53		42	23
	0.79	3.53		17	24
	0.69	3.53		8	25
	0.899	3.52		49	26
	0.899	3.50		38	27
	0.899	3.50		40	28
	0.745	3.49		11	29
	0.878	3.48		10	30
	0.81	3.46		28	31
	0.89	3.45		50	32
	0.72	3.45		33	33
	0.82	3.43		39	34
	0.74	3.43		23	35
	0.81	3.43)	52	36

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	0.87	3.42		8	37
	0.88	3.42		32	38
	0.85	3.41		5	39
	0.79	3.41		25	40
	0.85	3.36		22	41
	0.76	3.31		16	42
	0.96	3.28		30	43
	0.78	3.26		27	44
	0.84	3.25		4	45
	0.88	3.25		6	46
	0.76	3.25		26	47
	0.84	3.24		24	48
	0.81	3.23		31	49
	0.83	3.22		12	50
	0.81	3.17		3	51

	1.02	3.16		14	52
	1.03	3.13		13	53
	0.84	3.13		34	54
	0.98	2.99		29	55
	0.98	2.96		15	56
	1.05	2.90		21	57

(4.4)

(57) () (11-1)
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	0.88	3.94		65	1
	0.88	3.83		60	2
	0.82	3.78	:	58	3
	0.88	3.78		61	4
	0.84	3.66		62	5
	0.82	3.61		59	6
	0.80	3.60		63	7
	0.71	3.52	.	64	8
	0.80	3.47		70	9
	0.96	3.47		67	10

	0.94	3.44		72	11
	0.83	3.39		69	12
	0.79	3.38		66	13
	0.89	3.33		71	14
	0.90	3.28		68	15

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() (68) (0.89) (3.33)

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5.1.4

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: **1.5.1.4**

(0.05= α)

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(t- test) :6.4

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0.22	1.19	157	o.40	3.43		
			o.44	3.52		
0.42	0.42	157	o.54	3.29		
			o.52	3.38		

(0.22)

(6.4)

(0.05= α)

(0.42)

(0.05= α)

: **2.5.1.4**

(0.05= α)

.(7.4)

:7.4

0.39	3.55	39	5 - 1	
0.44	3.48	52	10 - 6	
0.40	3.40	68	10	
0.41	3.46	159		
0.55	3.40	39	5 - 1	
0.57	3.24	52	10 - 6	
0.48	3.31	68	10	
0.53	3.31	159		

one way)

(ANOVA

(8.4)

.(8.4)

:(8.4)

0.20	1.59	0.27	2	0.54		
		0.17	156	26.79		

			158	27.34		
0.37	0.98	0.28	2	0.56		
		0.28	156	44.68		
			158	45.24		

(0.20)

(8.4)

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(0.37)

(0.05= α)

: **3.5.1.4**

(0.05= α)

(9.4)

:9.4

0.44	3.42	49		
0.40	3.47	99		
0.35	3.62	11		
0.41	3.46	159		
0.49	3.34	49		
0.54	3.31	99		
0.66	3.21	11		
0.53	3.31	159		

(one way Anova)

.(10.4)

.(10.4)

: .10.4

0.35	1.03	0.18	2	0.36		
		0.17	156	26.98		
			158	27.34		
0.77	0.25	0.07	2	0.14		
		0.28	156	45.09		
			158	45.24		

(0.35)

(10.4)

(0.05= α)

(0.77)

(0.05= α)



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1.5

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1.1.5

(1914)

(1635)

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: 2.1.5

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بسم الله الرحمن الرحيم

Al-Quds University
Faculty of Educational Science
Graduate Studies Programs



جامعة القدس
كلية العلوم التربوية
برامج الدراسات العليا

الرقم: ب د ع/08/11/58/12
التاريخ: 2008/11/22

حضرة مدير التربية والتعليم المحترم
مديرية شمال الخليل

الموضوع: تسهيل مهمة

تحية طيبة وبعد،،
تقوم الطالبة: رنا حميدان عبد العزيز الجعبة ورقمها الجامعي (20611022)، بدراسة تتعلق
برسالة ماجستير، بعنوان
" الأسس النفسية والمعرفية المتضمنة في منهاج اللغة العربية للمرحلة الأساسية من وجهة
نظر المعلمين في محافظة الخليل "

لذا يرجى من حضرتكم تسهيل مهمة الطالبة المذكورة أعلاه والتعاون معها.

شاكرين لكم حسن تعاونكم

والله الموفق



د. محسن عدس

منسق برامج الدراسات العليا كلية العلوم التربوية

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