The Psychological Effect of Teaching Literary Appreciation Skills on the Literary Achievement of Fifth-Grade Students in the Arabic Language Book

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Abstract

The current research aims to identify the effect of teaching literary appreciation skills on the literary appreciation of fifth-grade female students in the Arabic language textbook. The researcher made sure of its validity and reliability.

The researcher followed the procedures of the experimental approach and adopted an experimental design, which is the design of the experimental and control groups, and before starting the experiment, the researcher rewarded statistically the students of the two research groups in some variables: (chronological age, educational attainment of the parents, intelligence, and literary appreciation skills).

The researcher applied the experiment in the second course for the current academic year 2022-2023 AD on a sample of (62) female students from the fifth grade of literature, who were randomly selected from the research community. An experimental number of (31) students from Al-Musayyib Preparatory School for Girls were selected to study literature and texts according to literary appreciation skills. After the end of the experiment and the application of the literary appreciation test, and after processing the data statistically, the results of the research revealed the effect of teaching literary appreciation skills on the literary achievement of fifth-grade female students. Using the Arabic language and its teachers and involving them in the skills of literary appreciation in preparing teaching plans and training students on them.

The researcher used the program (SPSS) and (Excel) to reach the results, and she used the t-test for two independent samples, which are chi-square (Ca2) and Pearson's correlation coefficient.

Keywords: appreciation skills, achievement, teaching, fifth-grade literary students, terminology, literature, and texts.

Chapter One:

Introduction to the research

1.1 The Problem:

The researcher believes that the problem of female students' weakness in studying literature and texts is an inherent problem for them in their studies for a long time, so the study of literature has become difficult for female students despite the beauty of literature and its impact on that. Our lives, but her education did not succeed to the satisfaction of her ambition. Therefore, several specialists in Arabic literature pointed out that there is a problem with the poor level of student achievement both in the Arabic language in general and literature and texts in particular, and this problem is not a consequence of the present time but rather has its roots as identified by Taha Hussein. He says: The lesson of literature is not advanced in our schools. Despite their differences, they all rose and made progress differing in strength and weakness, except for one type of science that did not step forward with a finger, but I do not doubt that it is lagging, which is Arabic literature (Hussein, 1989: 11-12). The researcher believes that the reason is in This is because what is being taught in our schools is something strange that has nothing to do with literary life, and has nothing to do with literary life. And the student's mind, her feelings, feelings, and feelings that are hidden in human souls.

As 85% of Arabic language teachers do not have knowledge of literary appreciation skills, and 80% of them do not know how to teach accordingly, nor do they have knowledge of modern methods and methods of teaching that are consistent with students' abilities and mental abilities.

Through the researcher's review of the literature and conducting interviews with some teachers of the Arabic language, she concluded that this weakness is due to various reasons, including the methods and methods used in teaching literature and sterile texts that do not gain the student's appreciation or nourishment. She has a sense of beauty.

Therefore, the researcher formulated the research problem, which is a question ((What is the effect of teaching literary appreciation skills on the literary achievement of fifth-grade students in the Arabic language book))

1.2 Importance of the Study :

Education is a social process, and a means for society to change its reality for the sake of progress, prosperity, and development by establishing the morals and ideals of society, developing the talents of the student and providing him with knowledge of social value (Hammadi, 2014: 31).

Education and education are inseparable twins and two sides of the same coin, each complementing the other, completing the human personality. Modern education was not dependent on the individual or the institution (Hallaq, 2007: 14).

Based on the foregoing, the researcher believes that education plays an important and dangerous role in the life of nations, as it is the tool of society in preserving its basic components of lifestyles and different modes of thinking. This tool works to form its citizens and reveal and invest their energies.

Therefore, language is the means of the human mind in thinking, and with it, the mind performs all its functions of perception, imagination, and defining the relationships between things. Socrates believed long ago that words are the key to thinking. In what Watson believes, thinking is language, and when a person thinks he speaks without sound, so the connection between thinking and language is strong. Studies have proven that man only thinks with language, and that thoughts continue to float in the mind unless they are organized into words that carry, contain, and express them (Al-Hashemi and Mohsen, 2009: 103).

The researcher believes that the Arabic language book for the fifth grade of preparatory school came according to the complementary method that we used to come up with the curriculum based on this method, and according to this method, the books that preceded it were written, which are the books of the intermediate stage (first, second and third). The fifth preparatory school was on the integrated method, so the book consisted of two parts, each part included units, and the units were organized into lessons, and the lessons preserved their paragraphs that were distinguished by their benefits for the student in clarifying a lesson and explaining its details that need elaboration, and for each unit a title we find its content and content in All unit lessons, and book topics focus on human development issues that our dear students need more than others, as they are topics aimed at inculcating noble qualities and good morals in their souls and personality, which is the ultimate goal of the curriculum.

He started with the literature of the Umayyad era, introducing its most famous poets and writers, then dealt with the literature of the Abbasid era in prose and poetry, so he got acquainted with his most famous poets and prose arts that were. known in it, then the curriculum dealt with literature in Andalusia in prose and poetry and ended with the poet Safi Al-Din Al-Hilli.

The importance of literature is evident in that it contributes to increasing the learner's perceptions, providing him with new colors of experience and knowledge, and broadening his cultural horizon in general. Ibrahim, 1973: 254).

Teaching literary texts contributes to developing students' minds and deepening creativity, in addition to reflecting the students' personalities, emotions, and aspirations, instilling confidence in them, searching for

knowledge, and observing what is new in them. Therefore, the texts offered to students should be rich in rhetoric, rhetoric, and a clear statement of meaning. and the formation of their culture in its various dimensions (Al-Afif, 2013: 21).

Since the purpose of teaching is to communicate different and different knowledge and sciences from the teacher to the student, linking teaching methods and their impact on students is one of the useful and feasible methods in evaluating the educational process that requires patience, endurance, and perseverance by people who practice the profession of teaching, and adapting to it. readiness to face the problems and difficulties that everyone faces; Because one of the interesting and useful ways to evaluate the teaching process is to observe what your students do. Because the form of good teaching is related to the students and what they do in terms of applying and responding to what the teacher suggests. Therefore, the teacher must harmonize and coexist with his students in order to perform his mission efficiently and honestly, because the teaching profession has sanctity, respect and reverence in all societies and at all levels. (Al-Adwan, 55: 2011).

The teacher's extensive knowledge of different learning methods and strategies and his ability to use them undoubtedly helps him to know the appropriate conditions for application, in which the education process becomes common, varied, appropriate, and closely linked to their daily lives, needs, tendencies and future aspirations (Zayer, Samaa, 2013: 140).

In general, the importance of developing literary appreciation skills among learners at all educational stages; The ability to savor and enjoy the beauty of the literary arts is essential and necessary for the learner's personality to integrate and enjoy his humanity, just as it is wrong to think that modern civilization is only natural and technological sciences. 65)

The researcher believes that literary appreciation skills are positive intellectual activities carried out by the student by responding to the literary text after focusing on it and paying attention to it, and interacting with it intellectually and tastefully.

Therefore, the researcher chose literary appreciation skills as an independent variable in her study of teaching literature and texts, because these skills are of great importance in reaching positive results when applied to fifth grade literary students. The achievement of female students, as the study may be the first of its kind, so it becomes a new method added to modern teaching methods.

The importance of the preparatory stage comes from the point of view of its nature in which science and knowledge increase compared to the previous educational stages, and from the point of view of the linguistic growth that the student reaches at that time, as the circle of its use expands (Al-Hallaq, 2010: 230).

The researcher believes that the preparatory stage is the stage of preparation for a generation that is understanding and awareness of the future.

The importance of the current research is evident in the following:

1- The importance of language as a tongue for the mind and a tool for thinking, as it is a means of expression, communication and interaction in thoughts, feelings and emotions.

2- The importance of the Arabic language as the language of the Holy Qur'an and one of the bonds of the nation and a means of preserving the cultural heritage.

3- The importance of literature and texts and their role in building a person's personality and shaping his inclinations and trends.

4- The importance of using literary appreciation skills that help achieve the objectives of teaching literature and texts.

5- The importance of the preparatory stage as an important stage for the student's physical and mental development, and in it an opportunity to guide him in what develops his inclinations and activities.

1.3 objective of the Study:

The current research aims to know:

"The effect of teaching literary appraisal skills on the literary achievement of fifth-grade students in the Arabic language book".

1.4 Hypothesis of the Study:

In light of the study's objective, the researcher formulated the following null hypothesis:

There are no statistically significant differences at the level (0.05) between the mean scores of the experimental group students who studied literature and texts according to their literary estimation skills and the mean scores of the control group students who studied the same scores.

1-5 Limits of the Study:

1- Place:

 This study will be limited to one of the secondary or preparatory day schools in the Musayyib district of Babil Governorate.

2- Time: The study will be implemented during the academic year 2022-2023.

3- Cognitive: the topics of literature and texts from the Arabic language book to be taught to female students of the fifth literary grade for the second semester of the year 2022-2023.

4- Human: This study will be limited to fifth-grade literary students.

1.6 Define terms:

1.6.1.Effect: Al-Athar

1- Al-Athar linguistically: "Al-Athar" is mentioned in Lisan Al-Arab by moving what remains of the drawing of the thing. And the effect is to keep the trace in the thing (Ibn Manzoor, 2005, 1/52), which is the rest of the thing, and he influenced the thing: he left an effect on it (Al-Shirazi, d.t., 1/263).

2- Effect idiomatically: Define it -

A - Shehata and others that: "the outcome of a desired or undesirable change that occurs in the learner as a result of the intended learning process" (Shehata and others, 2003: 22).

B - Al-Saadoun as: "the amount of change intended to occur in the dependent variable due to the influence of the independent variable on it (Al-Saadoun, 2012: 22).

3- The effect is procedural: it is the intended motor, cognitive, or psychological change that occurs among the students of the (experimental) group, who study literature and texts through the skills of literary appreciation, and this will be identified through the achievement test.

1.6 2.Teaching:

1- Teaching linguistically: he studied a lesson and a lesson, studying the book and the like, a lesson and a study, as if he was obstinate with it until he was saved so that you would not forget it (Ibn Manzoor, 2004: 330).

2- Teaching idiomatically: Define it

A- Hariri: "A process of interaction, guidance, activities, and provision of information that takes place between the teacher and his students."

(Hariri, 2010: 32) 0

B - Ali: "A group of moves that the teacher makes during the educational situation, which occurs regularly and sequentially to achieve the predetermined teaching objectives" (Ali, 2011: 86).

3- Procedural teaching: It is a process of interaction between the student and the school aimed at arousing the desire and motivation of the students to achieve the required goals of the learning process.

1.6.3 Literary appreciation skills:

1- Literary **appreciation** skills idiomatically: Define it

A- Ta'ima: "It is the activities carried out by the recipient in response to a specific literary text after focusing his attention on it and interacting with it mentally and emotionally, and then he can estimate and judge it. The different forms of behavior are the ones that can be measured with great stability and the percentage of appreciation can be quantitatively and objectively assessed on its basis."

B- Taima and Al-Shuaibi: It is the positive practical activity that the recipient performs in response to a specific literary text after focusing his attention on it, and interacting with it mentally and emotionally, and then he can estimate and judge it. (Tuaima, and Shuaibi, 2006: 411)

2- Literary appreciation skills procedurally: These are the skills acquired by middle school students through teaching literature and texts with these skills and knowing their impact on the achievement level by conducting a test on them.

1.6.4 Achievement

1- Attainment linguistically: Define it

A - Ibn Faris: Hah - Ḥa, ṣad, and llām are one origin that is measured, and it is the plural of something, and that is why it was called the crop of a bird. Because it is collected in it, and it is said that the thing happened as a collection (Ibn Faris, 1979, chapter that happened, vol. 2: 68).

B - Ibn Manzoor: And it happened - the result of everything is what remains and is proven and what else is gone, and the achievement is distinguishing what happens, and what happened in the breasts; any between; Others said: He distinguished, and some of them said he collected, and the thing was obtained: gathered and established. (Ibn Manzoor, 2005, article obtained: 143).

2- Achievement idiomatically: Defined by:

A- Al-Najjar: It is the knowledge and skills acquired by students as a result of studying a specific subject or educational unit (Al-Najjar, 2010: 85).

B- (Zayer and Samaa): "The capabilities that the student possesses of experiences and information that he can employ in solving the largest number of questions that are directed to him" (Zayer and Samaa, 2015: 153).

3- Procedural definition:

This is what the students of the research sample obtained from the scores in the final achievement test prepared by the researcher after studying the literature topics from the Arabic language book to be taught to the fifth literary grade for the academic year 2022-2023.

1.6.5 Literary Fifth Grade:

1- Literary fifth grade idiomatically:

It is the second grade of the preparatory stage in Iraq, which is three grades that come after the intermediate stage and before the university stage, and the period of study in it is three years, and there is specialization in it (scientific or literary, and this stage consists of the fourth, fifth and sixth grades) (Republic of Iraq, 2008:18)

2- The fifth literary grade is procedural:

It is the class chosen by the researcher from Al-Musayyib Secondary School for Girls to apply her research procedures to his students.

1.6.6 Arabic language book:

The researcher did not find a definition of the Arabic language book in the official books of the Ministry of Education, so she defined it procedurally:

It is the book that is taught for the fifth grade of preparatory school, which consists of two parts. Each part consists of a group of topics that include grammar, reading, texts, literature, and texts. Noble qualities and good morals in the hearts of students.

Chapter Two: Theoretical Aspects and Previous Studies

2. Theoretical Aspects

2.1 Literary Appreciation:

The concept of literary appreciation is organically linked to understanding literary texts and understanding their contents. Such as his analysis of the basic constituent elements of a literary work, or in other words, the components of a literary work, such as the deep idea and music. Sweet and strong emotion and creative imagination, because understanding these ingredients helps us appreciate them, so there is no tasting without understanding, and there is no understanding without tasting. (Abdul Bari, 2013: 69).

Literary appreciation is a kind of behavior that arises in the recipient as a result of understanding the deep meanings in a literary text, feeling the beauty of its style, and being able to judge it as good or bad. The reader expresses his understanding of the idea that the literary text aims at, the plan he drew to express this idea, and the extent to which he is affected by the graphic image it contains. (Fadlallah, 2003: 227).

2.1.1 Characteristics of literary appreciation :

Maher Abdel Bari believes that literary appreciation has several characteristics, including:

• Positive activity: Tasting is not just a process of passive acceptance of action. It is based on selection and attention to the elements of beauty and the characteristics of the artwork.

• A response to the elements of a literary work: It is a response to the technical and aesthetic characteristics the work contains such as ideas, imagination, emotion, words, style and music.

• Understanding is preceded by it: appreciation requires an understanding of all parts of the work, as understanding is part and basis of appreciation.

• The integrative experience: tasting is a comprehensive process in which emotion, reason and sense are combined, and there is integration between the mental dimension, the emotional dimension, the aesthetic dimension, and the social dimension.

• It has behavioral forms that indicate it: These forms are literary appreciation skills so that they can be measured objectively. (Abdul Bari 90: 2010)

2.1.2 The importance of literary appreciation:

Teaching appreciation is one of the most important things that the peoples of the civilized world tend to do now, so the appreciation view is no longer just a look at something that enters the circle of luxury as a means of entertainment for a person. to taste it. The universe around him (Abdul Qadir, 2002: 260). Among the purposes of teaching literature is the development of literary appreciation, and its importance is evident when viewing a literary work as a message from the creator to the recipient. At the hands of the reader himself, who plays the role of the partner instead of the role of the consumer, there is a relationship between literary appreciation and literary appreciation. Some aspects of it, and this does not mean separating them, and that both appreciation and appreciation need some kind of education. Because appreciation, even if it is a college, grows through commitment, care, and education, and the importance of literary appreciation lies in issuing judgments on texts after they have been read by the recipient, who is the reader, whether he is an ordinary reader or an ordinary reader. intellectual or critic (Abdul-Bari 2013: 93).

Sources of formation of literary appreciation: Literary appreciation has sources from which it originated and learned, and through which the recipient grows as a reader or listener, namely:

1- The Holy Qur'an, as it represents the pinnacle of eloquence and eloquence.

2- Hadith of the Holy Prophet.

3- The poems of the Arabs, their impressions, and their wills.

4- Emotion, which is the feeling that the soul feels directly through the senses.

5- The artistic sense that distinguishes between good and bad in speech.

6- Balance between literary texts.   **(Al-Kiswani 92: 2010)**

2.1.3 Elements of Literary Appreciation :

Literary appreciation consists of several elements, including:

1- Words:

It is the basis of the structure of a literary work, and its aesthetic value is not in its external form, but rather in the service of meaning in the situation that it presents in the context that organizes it. meanings and their place in context. (Awad, 1992: 146)

2- Passion:

Passion for the writer is his tool, the source of his ideas, and the stimulus of his production. It is for the text with its fragrant smell and attractive luster. What does not emanate from emotion is not called literature. It is the focus of the literary text, and the main factor that helps it achieve its purpose and reach its goals. It is the total of feelings collected towards one thing and has no fixed character (Ateeq, 1972: 22).

3- Music:

It is one of the aesthetics of poetry, and it is its appearance and the way it is written. There is no poetry without music. With music, words can transcend the realm of consciousness and reach the realm beyond consciousness, without which prose words stand. and consistency, harmony, and agreement between words (weak, 1988: 99).

4- Photography:

Figurative language is the highest pictorial method, and it is meant by analogy and metaphor, i.e. words and expressions in which the imagination appears clear, clear or vague. Suggestive image and photo of my report (Al-Ghamdi, 2012: 49).

2.1.4 Literary Appreciation of the old critics:

Many ancient critics used the word appreciation, and the researcher will give some of their opinions:

Ibn Salam (d. 232 AH) says in Tabqat al-Fawal al-Shu'ara: Poetry is an industry and a culture, which scholars define as all kinds of businesses and industries, and some of them are taught. By the eye, and some of them learn it by the ear, and some of them learn it with the tongue.

(Al-Jami' 1/1980).

And Ibn Khaldun (d. 808 AH) spoke about the College of Appreciation, and he said: He borrowed for this College, upon its establishment and stability, the name of Appreciation, which was agreed upon by the people of the art of rhetoric. And appreciation is a subject for understanding appreciation, but what was the place of this college in the tongue in terms of pronouncing words as it is in a place for appreciating appreciation? He borrowed his name for that, and he is also emotional. On his tongue, just as food feels it, so he was told to appreciate it." Here we find him linking the sensory meaning with the psychological meaning of literary appreciation, and he confirms that the totality of appreciation does not come from practicing rules and narrating the stranger, but rather comes from memorizing the language, repeating the methods, exploring its depths, and knowing its secrets Arabic discourse, and in this he says: "And this ability, as we mentioned, is not achieved except by practicing the speech of the Arabs, repeating it by hearing, and understanding the properties of its structures. These laws do not benefit except in knowing that tongue and do not benefit in realizing the ability to act in its place" (Ibn Khaldun, 107: 1994).

2.1.5 Literary Appreciation of Modern Critics:

Modern critics dealt with literary appreciation in detail, and Hussein Al-Marsafi was at the forefront of them, as he saw that appreciation is innate and refined by training and culture, and in that he says: "The perception that relates to the proportionality of things and requires approval, and the reception is called appreciation, and it is natural for it to grow and nourish by looking at Things and actions in terms of their agreement with the intended purpose. between them" (Al-Marsafi 1223 AH: 134).

As for Taha Hussein, he is one of the most critics who raised the slogan of intellectual appreciation and applied it in many of his critical works. The influence of ancient Arabic literature is complex, and in it is the influence of modern Arabic literature, and in it is the influence of culture consisting of various elements "general provisions and partial provisions, and between interpretation and evaluation" (Madkour, 2002: 81). Arab critics explained beauty as an essential element in the elements of appreciation, and the realization that the critic's sense of beauty is (innate and acquired), so the innate readiness (fingerprint) is the origin.

2.2 Literary Appraisal Skills

Because of the importance of literary appreciation, some see that it is a linguistic skill that includes many sub-skills, and that there are common denominators between the various literary arts in the skills of literary appreciation required to achieve its various literary aspects. There are special skills for tasting poetry, skills for tasting prose, a third for tasting stories, and a fourth for literary tales...etc. (Abu Bakr, 2002: 254) Literary appreciation has many skills that every teacher must train her students, and among these skills are the following:

• Identify graphic images and axiomatic improvements and their value in the literary text.

• Determine the beautiful words and structures that express the meanings of the text and determine the secret of its beauty.

• Determine the importance of words with rhythm and musical timbre in expressing the author's purpose.

• Extracting common social values in the literary text.

• Determine the aspects of beauty in the literary text, such as linguistic structures and imaginary images.

• Knowledge of the psychological state that prevails in the writer in the text.

• Extract the verse that contains the main idea.

• Realizing the proportionality between the word and the psychological atmosphere raised by the text.

• Knowledge of the secrets of rhetoric through grammatical relationships in the text (presentation, delay, mention, omission).

Matching).   (Madkour, 2009: 213) (Al-Jarrah, 2014: 144-145)

2.2.1 The role of the teacher in teaching according to the skills of literary appreciation:

The Arabic language teacher has a great role in training his students to deal with the literature lesson skillfully. The teacher builds the levels of his students on the use of literary appreciation for his skills, so he studies literature and uses a good plan through which he can make the students focus on the educational process. He must also prepare a good lesson before entering the classroom, set goals, and choose the appropriate preparation.

Preparing questions, preparing teaching aids and activities, and creating a classroom learning environment. As for the skills of literary appreciation, the Arabs used it in the past to refer to the person who gives while he lacks or is not proficient in what he is trying to present. This saying applies to the teacher who does not have a moral sense. Where he appreciates the masterpieces of the Arabic language and lacks an understanding of the corner of the language and knowledge of its secrets and artistic characteristics, so how does the teacher teach his students how to develop these skills for them, and the teacher appreciates the literary text is the first step to put the student on the path of tasting the literary text.

http://www.jaawaher.com/vb/t1726.html

2.2.2 The role of the student in teaching according to the skills of literary appreciation:

The researcher believes that the role of the student in teaching according to the skills of literary appreciation is to deal with the lesson in the light of the guidance and explanation provided by the teacher for the skills of literary appreciation, and he can also analyze the literary text. According to these skills, participate in the activities provided by the teacher, discuss them with the teacher, and give his ideas about the lesson. The student will be familiar with the skills of literary evaluation by looking at them and knowing each skill and what it does in analyzing a literary text.

2.3 Literature and Texts:

It is enough for the language of Arabic literature to be proud that it is the language that rose after its people and increased its loftiness by God Almighty in His Holy Book. Lord) (Yusuf: 2) Indeed, God Almighty created man and taught him eloquence, rhetoric, straightforward logic, and sound reasoning. Arabic poetry was not the only vessel that contained Arab thought, nor was it the only means of expression. Instead, the other arts multiplied. (Zaqout, 2004: 44).

No one can deny the advantage of literature in preparing souls, mobilizing determination, refining morals, directing behavior, and shaping personality at the level of the individual and society. Or the acquisition of a

skill, for the reader it may be appreciation or the acquisition of knowledge or skill, while for the writer or poet it may be the acquisition of skill or appreciation or both (Al-Naimi, 2004: 103).

2.3.1 Objectives of teaching literature and texts:

Literary texts are not often taught in isolation from the teaching of history, translation, and literary research. All of them meet when teaching literary texts. To achieve a number of public and private goals.

Specific objectives seek to:

1- Enabling students to pronounce quality, sound performance, good representation, and depict meanings.

2- Expanding their abilities to understand literary texts, realize their beauty, analyze, criticize, and enjoy them.

3- Developing students' linguistic wealth and their literary appreciation.

 (Raslan, 2005: 285)

As for the general objectives, it seeks to:

1- Expand students' experiences and understanding of life, people, society and nature around them.

2- Helping them devise new meanings for life and improving and beautifying their lives.

3- Increasing their self-knowledge and understanding of themselves in order to guide their lives rationally. (Taher, 2010: 243)

2.4 Previous Studies

1- Birmaniyya Study / 2013

The effect of teaching literary texts in the light of the skills contained in the hadith of the Messenger, may God bless him and his family and grant them peace, on the literary appreciation of fifth grade literary students.

The study was conducted in Iraq / Babylon and aimed at the impact of teaching literary texts in the light of the skills contained in the hadith of the Messenger, may God bless him and grant him peace, on the literary appreciation of fifth grade female students. Statistically significant in favor of the experimental group and its superiority over the control group (Al-Birmaniyah, 2013).

2- Al-Janabi study / 2016

The Effect of the Thinker Land Strategy on literary achievement and Appreciation in Literature and Texts for fourth-grade Literary Students

The study was conducted in Iraq / Babylon, and aimed at the impact of the Earth's Thinker strategy on achievement and literary appreciation in the subject of literature and texts for students of the fourth literary grade. The researcher concluded that there were statistically significant differences in favor of the experimental group and its superiority over the control group (Al-Janabi, 2016).

2.4.1 Aspects of Benefiting from the Previous Studies:

The researcher benefited from previous studies in:

1- Know the research methodology.

2- Choosing the appropriate curriculum for the current study and how to select the sample.

3- Formulation of the research hypothesis.

4- Formulation of behavioral goals.

Chapter Three: Methodology and Procedures

3.1 Methodology:

The researcher chose the experimental approach in the current Research, as it corresponds to the nature of the research and achieving its goal. It is one of the most honest research methods in education, and the experimental approach is one of the most accurate educational research methods. Because it depends on experimenting to examine the research hypotheses and thus accept or reject them in determining the relationship between two variables. It can be defined as "an intentional and controlled change of the limited circumstances of a phenomenon and the observation and interpretation of the changes that occur to it" (Al-Zuweni and Al-Musawi, 2018: 61).

3.2 the experimental design of the study:

It is a work program for how to implement the experiment, and since the research aims to know the impact of literary appreciation skills on the literary achievement of fifth grade female students in literature and texts. This design includes the steps followed by the researcher in testing the hypotheses of her research and teaching useful results in interpreting the relationships between dependent and independent variables (Mansi, 2003: 233-234). The researcher followed the experimental design with partial control, and the following figure shows that.

Figure (1) shows the experimental design of the research

Group	independent variable	dependent variable	
Experimental	Literary Appreciation skills	achievement	Achievement test in literature and texts
Control	Traditional way		

3-3 The research community and its sample:

1- The community:

The current research community includes female students of secondary and preparatory schools for girls in Babil Governorate, Directorate of Education of Musayyib district for the academic year (2022-2023 AD), in which the number of the fifth grade literary classes is not less than two.2- School sample:

The research sample consisted of female students in the fifth grade of literature, and they were deliberately chosen from Al-Musayyib Preparatory School for Girls, due to the cooperation of the school administration with the researcher, and the proximity of the school to the researcher's residence.) is a female student, and the researcher chose them randomly, and after excluding the female students who failed, the final sample number became (60) female students.

3.4 the equivalence of the two research groups:

Before starting the experiment, the researcher made sure that the students of the two research groups were statistically equal in some variables that she thought might affect the experiment and its safety, even though the sample students were from one residential area studying in one area. School and of the same sex and these variables are:

1. The academic achievement of the parents of the research sample.

2- The academic achievement of the mothers of the research sample.

3- The chronological age of the research sample students, calculated in months.

4- Arabic language scores in the mid-year exam for the current academic year (2022-2023).

5- Literature and test scores in the mid-year exam for the current academic year (2022-2023).

6- IQ test.

Research tool: The research tool was the achievement test of literary appreciation skills, and after the researcher made sure of the tool's validity and reliability, she applied it to the research sample, which is the experimental and control group.

Chapter Four: Presentation and Interpretation of Research Results:

The research aims to identify "the effect of teaching literary evaluation skills on the literary achievement of fifth-grade female students in the Arabic language book." The subject of literature and texts according to the skills of literary appreciation and the control group that studies the same subject according to the usual method in the achievement test and as shown in Table (2).

Table (2)The arithmetic mean, variance, and the two computed and tabulated T-values for the final test scores for the achievement of literary appreciation

Group	No.	Mean	variance	t value		degrees of freedom	Level of significance
Experimenta	31	20.10	5.375				Not significant
Control	31	14.35	5.382	Tabulated	Computed	60	
				2.000	4.203		

It is clear from Table (2) that the average score for literature and texts for students of the experimental group was (20.10) with a standard deviation of (5.375), while the average score for literature and texts for students in the control group. The group was (14.35) with a standard deviation of (5.382), and the results showed that there was a statistically significant difference between the scores of the two research groups (experimental and control), where the calculated t-value was (4.203) at a significance level of (0.05) higher than the tabular t-value of (2.000). And with a degree of freedom (60), that is, the students of the experimental group who studied literary appreciation skills excelled. On the students of the control group who were not taught in the usual way, and therefore there is no statistically significant difference at the level (0.05) between the scores of the students of the experimental group and the scores of the students of the experimental group. The control group in the literary appreciation test rejects the null hypothesis and accepts the alternative hypothesis that says: (There is no difference with statistical significance at the level (0.05) between the mean scores of the students of the experimental group who studied literature and texts according to literary appreciation skills and the control group that studies the same subject in the usual way in the test achievement.

4.2 Interpretation of the Results:

In light of the previously presented result, it became clear that the reason for the superiority of the students of the experimental group over the students of the control group in the achievement test may be due to:

1- Using these skills (literary appreciation skills) Encourage students to participate in the analysis of literary texts, as well as the desire for quick memorization.

2- Teaching literature and texts with literary appreciation skills increased the interest and awareness of the students of the experimental group, as interest is one of the basic factors in learning, and is reflected in their achievement.

3- This method of teaching led to a kind of harmony between the students on the one hand, and with the nature of the subject matter on the other hand, and this was reflected positively on their achievement.

Chapter Five: Conclusions, Recommendations, and Suggestions

5.1 Conclusions:

In light of the results of the current study, the following can be concluded:

1- Modern teaching methods in which female students are an active and pivotal element achieve better results in the educational process.

2- The literary appreciation skills were consistent with the level of maturity and intelligence of the students, which led to achieving better results in the collection of literature and texts.

3- Using literary appreciation skills in teaching literature and texts that help students understand literature and texts and develop their thinking.

5.2 Recommendations:

In light of the results of the research, and for the purpose of benefiting from it in the field of teaching literature and texts according to literary appreciation skills, the researcher recommends the following:

1- Emphasizing the importance of literary appreciation skills in teaching literature and texts to fifth-grade literary students.

2- Guiding Arabic language teachers and teachers to the need to use and involve literary appreciation skills in preparing instructional plans and training students on them.

3- The need for teachers of the Arabic language to use modern and diverse teaching methods and means because they are more responsive to the educational material and provide the desired goals in teaching literature and texts.

5.3 Suggestions:

Complementing the aspects of the current research, the researcher suggests the following:

1- The effect of teaching literary appraisal skills on the literary achievement of fifth grade female students in rhetoric.

2- The effect of teaching literary appraisal skills on the literary achievement of fifth grade students in the Arabic language book.

3- The effect of teaching literary appraisal skills on fourth-grade students' literary achievement in the Arabic language book.

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