Analysis of the Sociology Book for the Second Intermediate Grade in the Light of Productive Thinking Skills


Received: 28.09.2021 Accepted: 14.12.2021

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Abstract

This research aims to know the productive trading skills and the requirements provided in the social studies book for the middle class. The research community and its sample are determined by the social book for the second intermediate grade (first edition, 2018 AD) and what it contains of texts, questions, activities and informational information, and its pages amounted to (129) pages out of a total of (129) pages. The researcher repeated the analytical descriptive approach, and the research tool was represented by a questionnaire in analyzing thinking skills in thinking skills, induction, conclusion, fluency, flexibility, originality, and it included (46) sub-indicators and their validity and reliability were verified. Reliability (85.92%) with the two methods of stability over time and stability among analysts by adopting Cooper's equation as a statistical method for research.

- The number of repetitions obtained by writings amounted to (1313) distributed repetitions, and he obtained seven skills, amounting to seven varying degrees.
- The seven skills that were included in the book Sociology Collectively represented a descending order with (interpretation, deduction, induction, fluency, originality, predictions, flexibility) where the results are skills (interpretation, deduction, induction, fluency) while the results show skills (predicting assumptions, flexibility, originality) when compared to relativity.

Keywords: Light of Productive, Deduction, Induction, Fluency.

Introduction to the Research

Search Problem

Thinking is a mental process through which previous knowledge and experiences are used to solve life’s problems, and it is a skill that requires development and development to face the challenges posed by the massive knowledge explosion taking place in this era. Hence the idea of designing the curriculum to be able to provide the learner with information that makes him able to He thinks soundly and enables him to overcome the difficulties he faces, and to become a productive human being (Al-Obaidi and Al-Buzranji, Bt).

But it is noticeable on our educational curricula that they lack harmony, compatibility and adaptation to keep pace with the spirit of the times and the needs of the labor market, which led the Ministry of Education to adopt new educational policies. (Hussein and Touma, 2009).

In this context, sociology books and questions have been subjected to analysis and evaluation, especially to show the availability of thinking, its skills and habits. Among these studies is the study (Mahmoud 2017), which concluded that higher-order thinking skills in the questions of geography books for the preparatory stage were unbalanced, as it focused on some skills and neglected others. These books did not achieve the required level for higher-order thinking skills, (Mahmoud, 2017). The study (Al-Mayahi 2021) concluded that the social studies books for the intermediate stage did not take into account the critical

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International Journal of Early Childhood Special Education (INT-JECSE), 14(1) 2022, 515-520
DOI: 10.9756/INT-JECSE/V14I1.221063
thinking skills in an equal manner, and the questions did not stimulate students’ thinking and did not develop their mental abilities. Where it focused on the lower levels, especially remembrance, (Al-Mayahi, 2021). As for the study (Muhammad 2021), it diagnosed the existence of a discrepancy between the percentages of availability of learning dimensions for Marzano in the social book for the second intermediate grade, as some of them were highly available as productive habits of mind, while it lacked The book after the use of meaningful knowledge, (Muhammad, 2021), and the study of (Al-Mohammadi 2021) concluded that the social book for the first intermediate grade has dealt with all areas of habits of mind according to (Project 2061) in varying proportions with G. Yap balance in the availability of sub-standards for the fields, (Al-Mohammadi, 2021) The above has become a justification for the researcher to conduct a study in which she analyzes the sociology book for the second intermediate grade in the light of the skills of productive thinking, as no previous study was conducted, to the researcher’s knowledge, that dealt with these skills. This study came to answer the following question: Are the productive thinking skills available in the social studies book for the second intermediate grade?.

**Research Importance**

This research derives its importance from the educational goals of teaching social subjects, which are to be thought-stimulating goals. Teaching them to students is at the forefront of the curricula that help young people to understand themselves and the society in which they live. They are studies that look at the human being in terms of a social being and its relationship to the environment in addition to it helps to enlighten the individual about his situation in time and place, and defines him with the relationships that link the present to the past and the near to the far, (Al-Nazal, 2014). Thinking skills have become one of the most prominent goals that educational institutions seek to achieve, and this trend may be due to the researchers’ knowledge of the importance of thinking in motivating learners and their effectiveness and making learning more effective in the hearts of learners (Al-Yousifi, 2009). The trend of introducing thinking skills into the school curriculum, and justifies his view that mental processes are learned and reinforced in the same way through the textbook, as it achieves the inclusion of thinking skills in the school curriculum. The textbook has several objectives, including helping the learner to develop his social perceptions and ways of acquiring knowledge, and pushing the learner towards participation and interaction in an effective manner. (Al-Atoum and others, 2007) Almost all educators agree on the importance of productive thinking in the educational process, as it transforms the process of acquiring knowledge. From a passive process, to a mental activity that leads to a better mastery of scientific content, and students gain the ability to make correct and acceptable modifications to the topics raised, in a wide range of daily life problems. (Al-Hallaq, 2007), the process of employing productive thinking in education and taking care of it It leads to a more profound understanding of the content of knowledge, and transfers the process of acquiring knowledge from a dormant mental activity to a flashy mental activity and helps a better understanding of the content and linking its elements together, as well as coming up with new, more accurate results and ideas, as its importance in human life is manifested through its ability to Solve a lot of problems and avoid falling into dangers as a result of the inferences and analysis that he makes and allow the practice of putting forward ideas and solutions to the problems facing the individual and broadening his horizons. (Razzooqi et al., 2016).

**Research Goal**

This research aims to analyze the content of the social book for the second intermediate grade in the light of productive thinking skills, by answering the following question:- Are productive thinking skills available in the social studies book for the second intermediate grade?

**Search Limits**

The Current Search is Limited To

1. The content of the social book for the second intermediate grade, authored for the academic year (1439 AH - 2018 AD), the first edition, which was issued by the Ministry of Education in the Republic of Iraq.

**Define Terms**

**Skill:** “The ability to perform effectively in certain circumstances. (De Bono, 1989).

**Productive Thinking**

A mental process in which sensory perception interacts with experience to achieve a specific goal, with internal and external motives, or both. (Hurson, 2008).
Productive Thinking Skills

Which the researcher knows procedurally: They are the mental performances that combine critical thinking skills and creative thinking skills and are determined by the following skills: (fluency, flexibility, originality, interpretation, prediction of assumptions, induction, conclusion), and the availability of these skills in the social book for the second intermediate grade (research sample).

Previous Studies

Studies on Productive Thinking

Al-Rubaie Study (2019)

Analysis of the content of the history book for the fourth preparatory grade in the light of productive thinking skills

The study was conducted in Iraq, University of Karbala, and aimed to determine the productive thinking skills that must be available in the content of the history book for the fourth literary grade. The book is all for analysis after excluding the pages that dealt with the introduction and questions at the end of each chapter with its contents (12) pages. The researcher relied on emptying and quantifying the data in the form of numbers and tables for the repetitions mentioned in the history book for the fourth preparatory grade according to the main skills and the number (52) fields or sub-skills. The researcher used the statistical package (ssps), specifically the relative weight, frequencies, and Holste equation. The study concluded that there is an inclusion of productive thinking skills, but in varying and unbalanced proportions from one skill to another. From one chapter to another, a weakness in the skill of originality appeared clearly in the chapters of the book, and the sixth chapter ranked first in the ranking of productive thinking skills with a percentage weight (22.60%), and the seventh chapter ranked second with a percentage weight (18, 4%). (Al-Rubaie, 2019: D-G)

The study of Faraj Allah and Al-Sukran (2018):

The study aimed to evaluate the developed Palestinian mathematics books for basic grades (8-6) in the light of productive thinking skills. The study followed the descriptive analytical approach. The researchers prepared a list of productive thinking skills that should be available in mathematics books for grades (6-8). The study concluded that the distribution of the resulting thinking skills in the books targeted by the analysis was uneven and not graded, and the skill of conclusion had the highest relative weight (71.4%), followed by the skill of interpretation (12.5%), then the skill of predicting assumptions (3%) and then the skill of evaluating discussions (2.1 %). As for the creative thinking skills, the degree to which they are included in the curriculum was an ascending order of fluency, flexibility, then originality, with the percentage of representation of originality in comparison with the skills of fluency and flexibility. The study recommended the need to give more weight to productive thinking skills that are less frequent. (Faraj Allah and Al-Sukran, 2018).

Research Methodology and Procedures

The researcher used the descriptive analytical method (content analysis method), as it is one of the most appropriate scientific research methods for this study.

Research Community and Sample

The community of this research was defined by the newly authored Social Book, which is scheduled to be taught to second-grade students in the Republic of Iraq for the academic year (2020-2021), formed by a committee in the Ministry of Education, i 1, 2018, which reached the number of pages of the book ((139), and what it contains of texts, questions, activities and information The archaeological sample is a sample for its research, after excluding the pages that include the introduction at the beginning of each chapter, the introduction to the book and the index from the analysis, which are (10) pages. It represents (92%) of the total book of the analyzed pages.

Table 1.

The content of the social book for the second intermediate grade (population and sample of the research)

<table>
<thead>
<tr>
<th>The chapter</th>
<th>Number of Total Pages (Community)</th>
<th>Number of pages excluded</th>
<th>The research sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>the first</td>
<td>38</td>
<td>4</td>
<td>34</td>
</tr>
<tr>
<td>The second</td>
<td>31</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td>the third</td>
<td>18</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>the fourth</td>
<td>10</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>the Fifth</td>
<td>20</td>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td>the sixth</td>
<td>22</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>139</td>
<td>10</td>
<td>129</td>
</tr>
</tbody>
</table>

Research Tool

Since the current research aims to analyze the content of the social book for the second intermediate grade in the light of productive thinking skills, the appropriate method or tool to achieve this goal is the method of content
analysis, which is a method or tool for scientific research that the researcher can use in various fields to describe the apparent and explicit content of the material. Which is to be analyzed in terms of its shape, and the researcher built the tool according to the following steps:

Seeing the content analysis methods that can fit and achieve the goal of the study.

Determining the goal of the content analysis process, where the analysis process aimed to identify the productive thinking skills available in the social studies book for the second intermediate grade and arrange them according to the analysis process and according to the chapters of the book.

Determining the axes of analysis, where the researcher relied on (7) key skills for productive thinking, which are (interpretation, prediction of assumptions, induction, inference, fluency, flexibility, originality).

Determining the unit of analysis: The idea unit was chosen as the unit of analysis on the grounds that it represents what the content may contain of indicators of productive thinking skills.

Validity of the Search Tool

Honesty is a prerequisite that must be met in any scientific study tool, and the tool is honest if it is able to measure the phenomenon or characteristic for which it was designed. (Allam, 2000, 186) To achieve this, the researcher relied on apparent honesty, which is one of the aspects of content validity, by presenting the list of criteria in its initial form, Appendix (1), to a group of experts and arbitrators, Appendix (2), to judge their validity in measuring what they were developed for. The tool, in its final form, consisted of (7) criteria and (46) indicators. (Budd, 1967) indicated that the arbitrators’ method is one of the honesty methods adopted in the content analysis method, and considers it a means of logical honesty (Budd, 1967).

After taking into account the experts’ opinions and suggestions about the validity of the skills and their indicators in achieving the objectives of the study, the researcher adopted the agreement percentage (80%) of the experts’ opinions, and the tool in its final form became ready for application, Annex (3).

The stability of the analysis: For the purpose of limiting the subjectivity of the analyst and to achieve the condition of objectivity, the researcher inquired about two types of stability of the analysis by agreeing on.

A- Stability Over Time

In order for the researcher to reach the same results when he applies the rules of analysis to the same analyzed content at different times, the researcher re-analyzed with a time difference of (21) days between the first analysis and the second analysis of a sample of the pages included in the analysis, as the reliability coefficient between the two analyzes reached (92%).

b - persistence via another parser:

It is a re-analysis by another analyst or analysts for the same material and sample, and the comparison is made between the analysis (Al-Hashemi, 2009, 204). The researcher used another analyst and they agreed on the basis and procedures for the analysis, where the analysis included a sample of the pages covered from the social book for the second grade average, and the researcher calculated the stability. With another analyst, the reliability coefficient reached (85%) after following the same analysis rules and procedures. Cooper's equation was used to find the reliability coefficient.

Table 2.

Agreement coefficients stability analysis

<table>
<thead>
<tr>
<th>Agreement type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>between the researcher and the other analyst</td>
<td>85%</td>
</tr>
<tr>
<td>between the researcher and herself through time</td>
<td>92%</td>
</tr>
</tbody>
</table>

Statistical Means

The researcher used the following statistical methods as an arithmetic means to process the research data: Cooper's equation to calculate the stability of the analysis. Agreement ratio, reliability coefficient = 100

(Percentage %) as an arithmetic method for calculating the frequencies Percentages = (Lens, 2013, 16).

Presentation of the Search Results

This chapter deals with a detailed presentation of the results reached by the researcher through the use of the study tool (the tool for analyzing the sociology book for the second intermediate grade). This chapter came to answer the following question:

Are the productive thinking skills available in the social studies book for the second intermediate grade?

In order to achieve this goal, the researcher prepared a set of productive thinking skills that numbered (7) skills (interpretation, prediction of assumptions, induction, inference, fluency, flexibility, originality) and they were presented to a group of experts and specialists, and their validity and stability were confirmed. Then, I analyzed the sociology book for the second
intermediate grade according to it and calculated the frequencies of each skill, and Table (4) shows it with its percentages.

Table 3.
Overall results for second-grade productive thinking skills, average (ranked in descending order)

<table>
<thead>
<tr>
<th>Skills</th>
<th>Repetitions</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpretation</td>
<td>736</td>
<td>56.05</td>
</tr>
<tr>
<td>Conclusion</td>
<td>184</td>
<td>14.01</td>
</tr>
<tr>
<td>Induction</td>
<td>144</td>
<td>10.97</td>
</tr>
<tr>
<td>Fluency</td>
<td>125</td>
<td>9.53</td>
</tr>
<tr>
<td>Originality</td>
<td>53</td>
<td>4.03</td>
</tr>
<tr>
<td>Forecasting assumptions</td>
<td>51</td>
<td>3.89</td>
</tr>
<tr>
<td>Flexibility</td>
<td>20</td>
<td>1.52</td>
</tr>
<tr>
<td>Total</td>
<td>1313</td>
<td>100</td>
</tr>
</tbody>
</table>

By noting Table (3), the following becomes clear: The interpretation skill got the highest recurrence, reaching (736) in the second average book, with a percentage of (56.05), while the inference skill got the second rank with a recurrence rate of (184), with a percentage of (14.01), as for the induction skill, it ranked third with a frequency of (144) and a percentage of (10.97). Authenticity came in the fifth rank. As for the skill of predicting assumptions, it came in the sixth rank with a recurrence rate (15) and a percentage of 3.89, while the flexibility skill came in the seventh rank with a recurrence rate (20) and a percentage of (1.52).

Conclusions, Recommendations and Suggestions

Conclusions: Through the results of his research, the researcher reached the following conclusions

1. There is an inclusion of productive thinking skills in the sociology book for the second intermediate grade, but in varying and unbalanced proportions, as they differ from one skill to another and from one chapter to another.
2. There is a clear weakness of the flexibility skill in the chapters of the book.

Recommendations: In Light of the Research Results, the researcher Recommends the Following

1. Reconsidering the content of the social subject for the second grade average in a way that ensures the inclusion of all productive thinking skills in a way that makes the student more able to use these skills.
2. Preparing a guide for teachers of social sciences for the second intermediate grade to teach social studies that includes all skills of productive thinking.

Suggestions: To complement this study, the researcher suggests the following

1. Conducting a similar study that analyzes the content of social sciences books in other stages in the light of the skills of productive thinking and knowing the extent to which teachers are familiar with them.
2. Conducting a study to find out the reasons for the low level of knowledge of the social sciences teachers for the second intermediate grade with the skills of productive thinking.

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