

The link between students' knowledge of literature and their success of literature in basic education institutions

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Abstract

The current research aims to: Knowing the literary awareness of fourth-stage students in the Arabic language departments in the faculties of basic education. Acquisition of modern literature for students of Arabic language departments in the faculties of basic education. The relationship between literary awareness and academic achievement in the subject of modern literature among students of Arabic language departments in the faculties of basic education.

- The researcher adopted the descriptive correlational approach, because it is the appropriate approach for the nature of the objectives of the current research.
- The research community consisted of (1279) male and female students. The sample chose a simple random drawing of (130) fourth-stage students in the College of Basic Education, Al-Mustansiriya University for the academic year (2022_2023).
- The researcher adopted two research tools, the first tool represented by (literary awareness scale), which in its final form consisted of (30) items according to (3) fields, and the second tool represented by (the achievement test), which in its final form consisted of (50) items by (30) paragraphs of objective questions (multiple choice) and (20) paragraphs of essay questions.
- The researcher used the statistical means, the t-test for two independent samples, to test the significance of the differences between the averages of literary awareness and the achievement test of the research sample.

After analyzing the data, the following results were reached: The students of the fourth stage in the Arabic language departments in the faculties of basic education suffer from a weakness in their literary awareness. In the light of these results, the researcher recommended a number of recommendations: Increasing focus on presenting the concepts of literature and trying to bring them closer to the students' minds and encourage them to familiarize themselves with the well-known literary genres that are close to daily circulation. And as a complement to the current research, the researcher suggests the following: Conducting a study to identify the impact of literary activities on developing literary awareness.

Introduction

First: the research problem:

The problems that the Arabic language suffers from in its various branches were not far from the observation of specialists from scholars, writers and scholars, after the spread of the **Published/ publié in *Res Militaris* (resmilitaris.net), vol.13, n°3, March Spring 2023**

phenomenon of melody and the habit of errors and distortion in the cognitive faculty of the Arabic language, leading to a poor taste for literature and the control of linguistic laws capable of understanding and assimilating the poetic image that it contains. The literary text, and this weakness extends to the students' lack of literary awareness when dealing with literary texts, and their lack of the skill of monitoring, identification and analysis, so the learner passes the educational stage, controlling theoretical issues, and retrieving information, without diving into the folds of the text and being aware of its mysteries. This was confirmed by academic studies such as the study of Azazi (2004), the study of Al-Ta'i (2016), the study of Al-Fatlawi (2019), the study of Al-Musawi (2020), the study of Hassan (2021), the study of Al-Majma'i (2022), and many other academic studies that dealt with weakness. The students try to comprehend the image that the writer embodies in the body of the poetic verse and its beauty and human attitudes. At a time when foreign studies emphasized the importance of awareness and its development among students in school subjects in general, the current reality confirms the neglect of many researches in the stages of general education, interest in literary awareness, especially in the Arabic language (Azari, 2004: 94).

Second: the importance of research:

Education is an integrated process that accompanies a person from cradle to grave. It is a process of rebuilding, building and producing community relations by introducing the emerging generations to the values, traditions and customs of society, and normalizing them with the nature of the prevailing societal identity. Education plays a prominent role in the life of developed peoples, as it works to develop the behavior of the individual and increase his ability. Personality has to keep pace with the successive events of the educational process, as it is society's means of building and developing human behavior, and an attempt to reveal the secrets of the personality and develop it in a way that is appropriate to the social situation (Kuzamil, 2013: 27).

Education is a complex process in terms of composition, and it cannot be isolated from the general educational goals that are linked to the philosophy of society based on the integrative approach in knowledge, which includes bringing about changes in students' inclinations, attitudes, values, and taste, and providing the necessary opportunity to help them thrive and grow (Taima, Muhammad, 2006: 375).

And since education is a tool for social development, we need a means of communication and communication between the members of that society, which is (language), since language is subject to the law of evolution and advancement like other social manifestations. Society, and derives its entity from it, and from its customs and traditions, and it is natural that we find it growing and rising and then declining and ending, and this is closely linked with the situation of the nation, as it grows and rises with the growth and advancement of the nation, as well as degenerates and ends with the decline and death of the nation

(Abdul Tawab, 1983: 5). Language plays a prominent role in the life of the nation, and it is a process of rebuilding, building and producing social relations in order to ensure its development and continued existence (Madkour, 2006: 21). Despite the importance of the branches of the Arabic language and the importance of learning and mastering it, literature has an impact on refining souls, sensitizing the senses, developing taste, enriching the language and its sweetness, knowing methods, increasing culture and developing the ability to influence others, the capacity of imagination and the formation of images with influential words. In addition to the ability to develop the analysis of texts and feel the true feelings and beautiful ideas in them (Atiyah, 2006: 30).

The importance of literature leads us to other skills related to literary awareness and its development. Literary awareness with its taste protects students from abnormal opinions, tendentious tendencies, and extraneous values, and accustoms them to making a decision about what they read, and not to immediately obey any writer, whatever their goal, by being serious and contemplating what they read from the literary text to know The real significance behind which the writer stands (Atta, 201: 2006).

Third: Research objectives

The current research aims to identify:

- 1- Literary awareness among the students of the fourth stage in the Arabic language departments in the faculties of basic education.
- 2- Acquisition of modern literature for students of the Arabic language departments in the faculties of basic education.
- 3- The relationship between literary awareness and academic achievement in the subject of modern literature among students of the Arabic language departments in the faculties of basic education.

Fourth: Research limits:

The current search is determined by:

- 1- Students of the fourth stage in the Arabic language departments in the colleges of basic education in Iraqi universities.
- 2- The subject of modern literature prescribed for students of the fourth stage in the Arabic language departments in the faculties of basic education in Iraqi universities.
- 3- The first semester of the academic year (2022-2023).

Fifth: Define terms:

The researcher will specify her research terms mentioned in the title, which are as follows:

First: literary awareness:

- A- Linguistic: (Ibn Manzoor) It came in Lisan al-Arab by Ibn Manzoor, “memorize, understand something, and the hadith makes it aware of it consciously and consciously: memorize it, understand it, and accept it, for it is conscious, and so-and-so is more aware than so-and-so, i.e. memorize and understand” (Ibn Manzoor, 2005: 4320).
- b- idiomatically:
 - 1- Azzazy that it is: “the product of cognitive structures and frameworks that highlight students’ understanding of words and meanings, and their ability to link ideas, values and information contained in the literary text, interpret, criticize, and express them in writing in a manner that reflects himself and his experiences” (Azazy, 2004: 25).
- C- Theoretically: deciphering literary discourse and directing it through skills related to multiple fields of knowledge linguistically, psychologically and cognitively.
- D- Procedurally: the possession of fourth-stage students in the Arabic language departments of basic education faculties to comprehend and comprehend literary texts, and it is measured by means of the literary awareness scale prepared for this purpose with its three dimensions: (cognitive, emotional, and skillful).

Second: Collection:

Linguistically:

(Ibn Manzoor) It came in Lisan Al-Arab by Ibn Manzoor (the result of a thing is its acquisition, its possession and its possession, and the result of something and its crop, its remainder, and its crop is such-and-such: that is, the thing was found with Him. The Most High said: ((what is in the breasts happened)) i.e. Between, and you get the thing, collect and prove (Ibn Manzoor. 2005: 902).

Idiomatically:

Abu Jadu that: the outcome of what the student learns after a certain period of time has passed, it can be measured by the degree that the student obtains in the achievement test, in order to know the success of the strategy that the teacher sets and allocates to achieve his goals (Abu Jadu, 2000: 469).

Theoretically: a test that measures the students' comprehension of the prescribed material, and the extent to which the degree of learning has been achieved through achievement tests.

Procedural: What the students of the fourth stage in the Arabic language departments obtain in terms of information and skills in the subject of modern literature, and it is measured by the achievement test prepared for this purpose.

Theoretical aspects and previous studies

First: the theoretical aspects:

The first axis: modern Arabic literature:

Introduction:

Modern Arabic literature was launched as a pioneer of thought, society and cultural movement, and the campaign of geniuses thinkers and writers such as Jamal al-Din al-Afghani, Muhammad Abdo, Taha Hussein, Abbas Mahmoud al-Akkad and many others, and the great poets such as al-Baroudi, Ahmed Shawqi, al-Zahawi, Khalil Metropolitan Khalil, and Abd al-Rahman led the way. Shukri and others, and a group of diaspora poets, including Elia Abu Madi, and the poet Al-Qarawi, including the poets of the Levant such as Omar Abu Risha. Competing poetic trends were formed successively, and a literary movement was born with its formations and effects. The paths for this movement were facilitated by the foundations of the cultural structure, such as the heritage revival movement, Translation, the movement of printing, and the formation of the press (Al-Atwi, 2009: 6). Arab literature in the past eras played its role in building society and consolidating its foundations, and it was one of the strongest elements of strength and cohesion that binds the sons of the Arab people in its flat countries, east and west. Freedom and independence, and they call for vigilance and release (Al-Attayah, 1994: 31).

The connotations of the word literature through the ages:

Before we present what literature is and its nature in the light of the modern era, it was necessary to shed light on the development of the connotations of the word literature throughout the ages, which preceded the era of the literary renaissance. Al-Jahiliyyah, in the sense of the invitation to the banquet that was mentioned in the house of the pre-Islamic poet Tarfa bin Al-Abd, in which he said: "We are in the yearning, calling for flinching.

Then the significance of politeness developed at the beginning of the era of early Islam to indicate the meaning of politeness and honorable morals, as stated in the saying of the

Messenger (peace be upon him): "My Lord disciplines me, so I discipline me well" (Al-Rawi, 2007: 54).

In the Umayyad era, the word "literature" was applied to education. If a sect appeared in the era, it was called "the literate" who taught children about Arab poetry, news, genealogies, and the arts of rhetoric and dialogue. Al-Kabeer), to expand the circle of meanings and connotations of the word literature in the Abbasid era, and it came with the meaning of literature specific to poetry and prose (Mustafa, and Abd al-Ridha, 1989: 37).

Therefore, the word (literature) among the Arabs included several meanings, the most important of which is the moral meaning of politeness, and the educational meaning based on narrating poetry and prose, while the meanings of the use of literature differed in European languages to include all knowledge and human sciences such as history, geography, philosophy, economics ... and others). Literature is a record of the best thoughts (Mustafa and Abdul-Ridha, 1989: 37).

Universal literature" in the era of the literary renaissance:

Modern Arabic literature was able to take its prestigious place within world literature, especially after the novelist Naguib Mahfouz won the Nobel Prize in Literature in 1988. Since that time, the demand for reading Arabic literature and translating it into foreign languages in the East and West has increased (Mustafa, 2005: 3).

The thinkers and writers of the eighteenth century in Europe had a prominent role in spreading the "universalism of literature" and the need for literature to emerge from the narrow borders of nationalism, and to interact with other literatures. Despite his deep awareness of the role played by the environment, customs and traditions in the formation of literary taste and artistic creativity, he still strongly advocated the creation of a global taste based on the general principles of human nature, as the German poet Goethe (1746-1832) called for He called it "General or Comprehensive Literature", and as a result of his readings and benefit from the literatures of the East and the West, he proposed a "historical study of the development of national literatures" in which the differences between one literature disappear and another, and it takes a great composition within the scope of the human group (Bahy, 1996: 12-13).

Literature is no longer concerned with the study of what is individual in literary production only, but rather with the study of literary ideas and general templates, which are among the means of artistic performances, intellectual currents, literary genres and human issues in art (Hilal, 2007: 6).

The second axis: literary awareness

A- The concept of literary consciousness

Awareness is an expression of a mental state in which the mind is in a state of awareness and direct communication with its external environment, through the outlets of awareness represented by the five senses of man. From the events, the founder of the ideology formed an idea that eventually resulted in presenting an integrated, comprehensive ideology that may extend to occupy an important space in people's minds, which cannot be destroyed or overturned (Al-Ta'i, 2023: 171-172).

As a result of the association of consciousness with multiple domains, the concept of consciousness went through different developmental stages, as it moved from memorization as an objective equivalent to memory loaded with the material of awareness, up to the ability of

the organism to receive information and the effective substantive emptying of the basic thought based on realizing and understanding what exists through behavioral contact with the environment. And according to the nature of the human interpretation, accordingly it is said that a person is conscious or unconscious (Al-Azawii, 2019: 47).

B- The concept of literary awareness from a literary point of view:

The development of literature represents a form of social awareness. The literary text is an image that expresses the culture and history of society. The writer conveys this image to the reader. On this basis, we find the different topics of literary texts.).

Awareness is an essential pillar of the intellectual features of the personality in literary art, and this intellectual perception often receives great attention from writers. Because of its importance in artistic formation and revealing the mental state of the character and its reactions (Ibrahim, 1987: 27).

Consciousness is the actual presence of the being represented by the feeling of what is around it, as it results from the formation of ideas, visions, and concepts that the individual draws about himself or his surrounding material world, which is a reaction of the self towards the other in the external world (Al-Gharawi, 2019: 61).

D- Domains of Literary Consciousness:

The field of knowledge: “every work that a person does depends on his intelligence in employing his knowledge in what he wants to excel in.”

The affective field: “experience accompanied by positive emotion such as joy and achievement, which increases the mastery of information, memorizing and storing it in a clear form that is easy to recall and benefit from, even if it has a painful negative experience.”

The skill domain: “the actual practice through which the individual’s expertise is refined and his talents highlighted” (Azzazi, 2004: 90).

Research methodology and procedures

First: Research Methodology:

The researcher chose the descriptive approach and the type of correlational study, as it is the appropriate approach for the nature of the current research, which is to identify the relationship between literary awareness and academic achievement in the subject of modern literature among students of Arabic language departments in the faculties of basic education. The descriptive approach searches for accurate descriptions of the phenomenon to be studied, by collecting facts and quantitative or qualitative data about the specific phenomenon, and trying to adequately interpret its results, and then reach generalizations about the phenomenon and the subject of the study (Al-Mahmudi, 2019: 47).

Second: the research community and its sample:

A- Population of research:

The current research community consisted of fourth-stage students in the Arabic language departments in the colleges of basic education for the academic year (2022-2023), whose number is (1279).

Samples of research:

The research sample consisted of two types of samples, namely:

The initial exploratory sample

An intentional sample was chosen from the total study population, consisting of (30) male and Female students, to find out the clarity of the paragraphs of the two research tools and to calculate the time of the tool.

The second exploratory sample (the statistical analysis sample):

An intentional sample was chosen from the total research community, consisting of (200) male and female students, to extract the psychometric characteristics of the two research tools.

The main sample:

A random sample was selected from the total research community, consisting of (172) with (130) male and female students, to conduct the final application of the two research tools.

Third: Research tools:

1- The first tool: the measure of literary awareness:

One of the requirements of the current research is to build a scale to identify literary awareness among fourth-stage students in the Arabic language departments in the faculties of basic education, after examining the researcher with previous studies and literature that dealt with literary awareness, including the study of (Azzazi, 2004 AD), and (Al Tai, 2016 AD), and (Al-Fatlawi, 2019 AD), (Al-Musawi, 2020 AD), (Hussein, 2021 AD), and (Al-Majma'i, 2022 AD)

The purpose of the scale:

The scale aims to identify the level of literary awareness among students of basic education faculties.

2- The second tool: achievement test:

One of the requirements of the current research is to build an achievement test for the purpose of identifying the achievement of modern literature among fourth-stage students in the Arabic language departments in the faculties of basic education. Student achievement and evaluation (Sawadi, 2022: 59).

A- The purpose of the test

The achievement test in the current research aims to measure the achievement of the fourth stage students in the topics of modern literature.

Fourth: the application of the two research tools (Applied Of Research Tools):

The researcher applied the literary awareness scale on the research sample, which numbered (130) male and female students from the fourth stage of the colleges of basic education. The researcher applied the achievement test on the research sample, which numbered (130) students from the fourth stage of the colleges of basic education. The decision of the department and professors of modern literature to maintain the progress of the application.

Fifth: Statistical Methods:

The researcher used the social statistical bag (SPSS) to calculate a number of current research procedures:

- One-sample t-test: used to extract the final results.

- Pearson correlation coefficient: used to extract the validity and stability coefficients of the scale and test.
- Spearman Brown: used to correct stability in midterm segmentation.
- Cronbach's alpha, used to extract the stability of the scale and test.

Results presentation and interpretation

After examining the researcher's research results, this one was determined that the students of the fourth stage in the Arabic language departments in the faculties of basic education suffer from a lack of literary awareness, in addition to having a low level of achievement in the subjects of modern literature. According to the researcher's findings, there is an inverse correlation between the literary awareness of fourth-year students in the Arabic language departments of basic education faculties and their achievement in the subjects of modern literature; the lower the students' achievement, the lower their literary awareness.

Finally, conclusions.

The researcher concludes the following based on the results of the present study: The fourth-year students of Arabic language departments at colleges of basic education have a deficiency in their literary awareness.

The fourth section is recommendations:

Using the scale developed as a consequence of this research to assess the domains of literary awareness (cognitive, emotional, and skill) among students enrolled in specialized education programs.

Proposals make up the fifth section:

In light of the results of the present study, the researcher advises the following further research: Studying the effect of literary activities on the development of literary consciousness.

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