The effect of the negotiation approach on reflective thinking

By

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Research Abstract

The aim of the research is to identify the effect of the negotiating approach on the reflective thinking of fifth-grade literary students. To achieve the goal of the research, the researcher formulated the null hypothesis "there is no statistically significant difference at the 0.05 level between the average scores of the experimental group students who are taught according to the negotiation approach program and the average scores of the control group students who study according to the regular program in the reflective thinking test." The research sample amounted to (72) students, with (37) students for the experimental group, and (35) students for the control group, and the experimental method was adopted in the research procedures, and it was rewarded between the students of the two research groups in the variables (chronological age, mental abilities, grades of the previous year, and achievement of The results showed that the experimental group that studied the effect of the negotiating approach in reflective thinking was superior to the control group that studied according to the usual method, and the study concluded with a number of recommendations and suggestions.

Chapter one

introduction to the research

the problem

It is no secret that the goal of teaching the Arabic language is to enable students to have correct and proper communication, whether oral or written, and this is represented by literary texts, as it is a vast field around which all the different linguistic products are centered, as the text can be interpreted, its phrases explained, and the rhetorical images it contains. Grammar, and talking about the life of the poet, writer or author of the text, benefit the students in their daily lives to master the language and achieve communication between them and their society, especially since Arabic language teachers used to read the text to their students aloud when teaching literary texts, then they began to explain its words that You need an explanation, then they explain the text line by line if it is poetry, and paragraph after paragraph if it is prose without the participation of the students (Al-Dulaimi and Souad, 2009, pp. 101-105).

As for the students, they do not accept the study of literature with all their heart because they do not find what they want in it. Students are also forced to memorize texts, whether poetic or prose, that do not agree very much with their literary tendencies. In addition, some selected literary texts are difficult and incompatible with the students' ages and abilities. Mentality (Zayer and Samaa, 2015, p. 78).

The Department of Education of the Arab Organization for Education, Culture and Science has indicated the idea of allocating an ongoing program to study the problem of Arabic

and methods of learning it in Arab countries for several years, and it includes several axes, including one on the problems of teaching literature.

1.   Studying literature and texts does not connect the student to the results of his present with the heritage of his past and a link that achieves an impact in his life.
2.   The past has clearly overcome the present in the teaching of literature (Al-Dulaimi and Souad, 2005, pp. 104-105).
        Based on the foregoing, the research problem lies in answering the following question: What is the effectiveness of building a program based on the negotiating approach in developing the literary skills of fifth-grade literary students and their reflective thinking

research importance

Based on the foregoing, the importance of the research is as follows
1.   Language is a foundation, a starting point, and an approach to thinking, and the Arabic language is the language of giving, permanence, renewal and unlimited creativity.
2.   The reflective thinking is of great importance, as it is used as an appropriate management in the implementation of many tasks that help in prolonging the student's learning process, as this method becomes an integral part of the educational learning process, so students should be trained in reflective thinking skills.
3.   The Negotiating Approach: One of the new educational approaches to teaching, which focuses on communication and reaching the best learning that the student can obtain. There are many parties represented by the teacher and the student or between the student and his peers in order to achieve positive activation of the student's role.
4.   Fifth literary grade: It is one of the middle school grades and it is a separator between middle school and university studies, which qualifies students for a new stage.
        a.   As for the applied aspect of the research, it is represented in providing the educational field and the fifth literary grade with the following:
1.   Suggested programs that contribute to the crystallization of intellectual skills and capabilities through reflective thinking and its connection to the negotiating approach to put the test bed and then through experimental procedures in order to reach logical applications, and thus provide teachers and curricula.
2.   A model (test) on reflective thinking for fifth-grade literary students and within the subject of literature and texts to demonstrate their mental abilities and thinking based on meaningful construction and within the multiple sub-skills, and this is provided by teachers.

Research Objective
        This research aims to: The role of the negotiation approach in developing reflective thinking.

        "There is no statistically significant difference at the 0.05 level between the average scores of the experimental group students who are taught according to the negotiating approach program and the average scores of the control group students who study according to the regular program in the reflective thinking test."

Research limits

This research is determined by
1.   Students of the literary fifth grade in secondary and preparatory day schools in Babil Governorate for the academic year 2021-2022 AD.

2.	Topics from the book of literature and texts for the fifth literary grade, to be taught for the academic year. (2021-2022 AD) in Iraq.
3.	The first semester of the academic year (2021-2022 AD).

define terms

First: the negotiating approach

A.	*Linguistically:* (entered) the place and the like, and there is an entry in it, and it is said that he entered the house and his origin entered the house, and (the entrance): the entry and its place, and it is said that he is the good entrance: the good doctrine in his affairs and (the entrance): similar to the cave that enters it (Mustafa and others, 1972, p. 275), "Negotiation" in language: (French) is up to him to take the matter to him and make him the ruler in it, and "negotiate" and "negotiate" with him in his matter i.e. his neighbors, and the people negotiated in the matter, i.e., they negotiated with each other. And negotiation is equality and participation, which is an interaction of delegation (Ibn Manzur, 2010, pp. 139-140).

idiomatically defined by
1.	*Abdel-Fattah:* It is "an agreement that takes place after research and debate between students with each other and between them and their teacher to test the topics and tasks they want to study and to carry out the tasks completely freely without pressure or imposition from the teacher" (Abdel-Fattah, 2006, p. 136).
2.	*Fayza Awad:* It is "a set of principles and foundations that are related to the learner's positivity in education, that he shares a group of learners around multiple points of view bearing their desires and aspirations, then everyone competes to reach an agreement that satisfies everyone, and negotiation is on how to achieve and master language skills, not on One of the goals" (Fayza Awad, 2009, p. 54).
	Theoretical definition / a set of organized procedures that allow interaction and exchange of ideas, information and opinions between students each other and between them and the teacher and allows the expression of opinions freely and the generation of different and side ideas from individuals and cooperative groups, by putting the mind in a state of excitement and readiness to think, to generate greater As many ideas as possible on the topic under discussion.

	Procedural definition / a set of foundations and postulates that are related to the student's effectiveness through a procedural negotiation chain, as it takes place between students each other or between students and the teacher from exchanging views and presenting views to agree on the topic, lessons and skills to be learned, then formulating them in the form of clear tasks that they perform completely freely without Imposing listening to it, then negotiating among themselves to practice activities in the discovery stage, as well as collective negotiation with the teacher at a stage in the contemplation stage, aiming to reach the development of literary skills and reflective thinking among literary fifth students.

Second: Reflective thinking

It was known to everyone
	1. Moses: It is "a deliberate mental process that occurs when the interference between information and knowledge must be eliminated to achieve a goal, or when the individual is forced to find new ways to confront a situation or face a difficulty, he challenges the situation or difficulty with mental processes involved in solving the problem or in reflective thinking

(Moses, 1981, p. 65).

2. Abu Jadwa and Nofal: It is "a type of thinking linked to the individual's ability to study and analyze to achieve based on a real ground of information and knowledge, and it represents the beginning of critical thinking as reflective thinking" (Abu Jadwa and Nofal, 2007, p. 34).

Theoretical definition

It is a holistic process that is carried out according to the mental processing of the deliberate and purposeful input to the activities through the processes of monitoring, analysis and evaluation, in order to achieve the learning goals and maintain the continuity of motivation and build meaning according to the deep understanding and the use of appropriate learning strategies and interaction between peers and teachers, which leads to improved learning and achievement.

Procedural definition
enable teachers to deal with situations and literary stimuli to a high degree in order to improve students' performance, observations and analysis of these situations and achieve the desired goal and it is expressed in the degree that the student obtains according to his reflective thinking and his ability to analyze and reach the result and solve the problem.

Third) The fifth literary grade
defined as defining the secondary school system in Iraq for the preparatory stage, provided that education is in two sequential intermediate and preparatory stages, the duration of study for each of them is three years. (Ministry of Education, 1984, p. 88).

Chapter tow

theoretical background and previous studies

first topic: the negotiation approach
After reviewing the literature and previous studies, the researcher found that the concept of the negotiating approach can be based on the following axes: -

1.   A set of features and assumptions: Shehata and Zainab see that the negotiating approach is a set of features, premises, and assumptions whose validity is recognized among those who specialize in teaching, which are interconnected with a close relationship, some of which are related to the nature of the educational material and some of them are related to the teaching and learning processes (Shehata and Zainab, 2003, P. 261), Zahafa (2016) considers that the negotiating approach is the set of foundations and postulates that are related to the student's effectiveness through negotiation that takes place between the teacher and students or between students with each other, on the topics and issues they wish to study freely and without It was imposed by the teacher and by exchanging views and presenting views to agree on the topic they wish to study, then negotiating among themselves the practice of activities and collective negotiation with the teacher in the exploration and contemplation stage (Zahafa, 2016, pg. 64).
2.   A kinetic expressive situation: Abdel-Warith (2013) considers it to be a situation in which students compete expressively among themselves, and between their teacher on a topic or problem. In this match, opinion and information are exchanged and proven with evidence and persuasion in order to reach an agreement on the steps and

procedures by which the subject is addressed. Or the problem and reaching the best possible results and solutions (Abdul Warth, 2013, p. 138).

3. A contract of agreement: Al-Abbasi sees it as an agreement between the teacher and the students that takes place before starting the education process, and through it they determine the topics and skills to be taught to them by the teacher, the learning resources they will resort to and the activities they practice, and the type of assessment is also agreed upon, which allows students to Taking responsibility and enhancing self-confidence and motivating positive participation in the educational process (Al-Abbasi, 2015, pp. 30-33), Zahran (2013) sees it as a set of dialogue agreements that depend on debate and argument between students and the teacher in the classroom, which guides them The teacher while teaching the students (Zahran, 2013, p. 92).

4. Analytical method within structured planning: Gary D. sees it as a systematic analytical method for planning, which enables us to progress towards the goals that were previously determined by means of a disciplined and organized work of parts, and learning in the light of this axis requires only good design of educational materials and programmed teaching methods And for an excellent management of educational programs, and all of this can compensate for the individual differences of students, as it includes beside that the educational context the characteristics and characteristics of the students, and beside that the educational context and the characteristics and characteristics of the student becomes clear, and it is clear that there is a continuous interest in the educational context and its cognitive mechanism for the student (Gary.D, 2001 p44).

5. Lesson design directed towards general and performance goals: Barakat sees it as designing lessons towards general and performance goals and its interrelated, overlapping, harmonious and intertwined components in relationships, as many factors influence them, such as the student's knowledge background, the context of science, and the quality of the teacher and student and determined by the limits It is social, religious and moral, as it is not stereotypical, but rather flexible and developed, encouraging thinking, creativity and innovation (Barakat, 2006, p. 72).

6. The integration and interaction of the parts of the curriculum: see By Dena M. setton that the components of the curriculum represent a system, as it is not a set of geometrically overlapping parts in a way that is separated from each other by physical separators or a group of mechanically governed elements. Cognitive processes responsible for transforming inputs or modifying them in a way that results in the final product. (By Dena M.setton, 2008, p73-79).

Based on the foregoing, the researcher sees that what was presented in the axes of the negotiating approach differs only by a small thing from what was presented previously in the axes of negotiation, and the difference between the two is that the first is in general and the second is distinguished in particular in the educational process, so the negotiating approach is a set of postulates, opinions and ideas And the suggestions, some of which describe the nature of the literature subject that will be studied, and others are related to the two processes of teaching and learning, that is, describing the two processes of teaching and learning, as the negotiating approach is built on three basic assumptions:

1. The educational situation includes sensory experiences that facilitate the teacher and the student to achieve the learning objectives.

2. The experiences must include a challenge to the student's thinking to a reasonable degree, as they reflect his beliefs about the outside world around him, and these beliefs act as a reality that constantly accompanies the student (Jacob, D. T., p. 66).

3. Tribal knowledge is an important and basic condition for building meaningful learning

(Zeitoun, 2007, p. 314).

The educational importance of the negotiation approach:

The educational importance of the negotiating approach is highlighted in the following:

1. The negotiating approach helps in establishing many positive relationships between students, thus contributing to creating more awareness among peers that would lead to an increase in self-esteem of the students themselves.
2. It contributes to making education more effective, as it works to produce and generate new ideas that increase students' curiosity and knowledge.
3. It provides a positive concept of mental health, through the student's participation in discussions and negotiations, the ability to influence others, and his resistance to any processes of imposition, domination or control by others, and increase his positive self-esteem (El-Deeb, 2003, p. 219).
4. The negotiation process, including discussions and exchange of views, strengthens the critical spirit of the students and thus reduces the possibility of shadowing false conclusions or inferences that they may be exposed to during the negotiation process.
5. The negotiating approach represents an opportunity for students to enjoy the educational experience and self-confidence, and encourages them to be innovative and creative, and to gain negotiation skills and the accompanying literary, linguistic and social skills, which are among the most important skills (Awad, 2009, p. 55).
6. Contributes to increasing students' experiences, depth and breadth, and the ability to make rational, objective judgment based on evidence (strong argument and proof), which makes the student able to persuade others (Amyvon, 2004, p42)
7. Contributes to reminding students of the best academic information, as students are able to master the subject, they are studying better than other methods, and it also helps to raise higher thinking processes (Rajab, 2005, p. 297).

The use of the negotiation approach in teaching:

Among the most important reasons for using the negotiation approach in teaching:

1. The rapid changes that have occurred in the education systems, such as the development of school systems and the provision of space for participation, selection and responsibility to adopt all the pillars of the learning process, strengthening the role of the teacher and developing his capabilities.
2. Adopt mechanisms with a broad horizon in the learning process and encourage the adoption of thinking and thinking in a broader sense, as they are important issues in the development of education and its fields.
3. Building solid bridges by developing relations between faculty members, school principals and officials in charge of managing educational institutions, since the traditional negotiating methods derived between those parties related to the education process depend on the principle of opposition and controversy, and they are no longer useful, especially in the field of discussions and dialogue The product is multilateral as it is characterized by lack of flexibility, lack of access to the desired solutions, and failure to make concessions, which negatively affected the conclusion of agreements or work mechanisms that developed from the cognitive, professional and cognitive level of those belonging to these institutions.
4. Negotiation depends primarily on a clear philosophy, which is to reach an agreement within a joint process between all concerned parties. The negotiators should not focus on their personal interests more than the interest of the educational institution. Therefore, negotiation depends on the point of view of the author of the evidence, the argument, the proof and the ability to persuade others in the public interest and the

public interest

5. Negotiation gives the freedom to create alternatives and choose the best and most appropriate of them in order to achieve the common good. Therefore, it allows the ability to choose and evaluate the best and closest to logic, and thus achieve healthy relationships and successful flexible alternatives that give continuity and communication and avoid closure and fanaticism to achieve better continuous development Within the foundations of educational systems that can be modified and developed.

Stages of applying the negotiation approach

The first stage: the integration stage

It represents the students' perception of the general picture of the target course or unit of study and what is required of them? What do they know beforehand, what do they not know and must learn, and what are the sources of education that can be used? At this stage, the idea of the negotiation topic is clarified (poems - literary texts - free reading topics - language activities - speaking topics), all of which are determined by the objectives, standards and rules of negotiation, and the time and place is extended if it is outside the class, and it is preferable that the students choose a head for each A group in order to conduct the dialogue and be able to create the appropriate atmosphere for dialogue, provoke ideas and provide information, as well as the group in which the information is recorded.

1. **1.**Divide the students into groups. Each group consists of (5-7) students and the number of groups does not exceed (7) groups. Each group has a name taken from the literary characters mentioned in the subject of literature and texts. These groups include a leader (speaker) who changes periodically and in writing. Information, observers, and others, and distribute the required tasks to them. The group's leadership is periodic within the group and reciprocally within the vocabulary of the lesson.
2. **2.**Presenting the idea of the topic that the discussion is about, using the required literary skills that were named within the literature and texts lesson.
3. **3.**Encouraging students to negotiate and participate and highlight their rights and duties.
4. **4.**Enlightening students with some of the problems and difficulties they may face and how to deal with them (Zahafa, 2016, p. 70).

The second stage: the exploration stage

At this stage, students work on discovering negotiation methods in groups, suggesting a set of ideas about the topic being addressed, and making assumptions, collecting and reconstructing ideas and arranging them according to their importance, provided that cooperation takes place by benefiting from individual ideas to reach collective ideas. The students are instructed to take into account intellectual skills, language skills, structures, style, literary skills, special skills in form and content, and the standards to be achieved during the study of the literary text on which they are trained, with the need to adhere to the agreed rules and avoid unconstructive criticism and accept The idea and its follow-up, at this stage in:

1) To provide a democratic atmosphere of love between him and the students and between the students each other.
2) The necessity of guiding students that the ideas presented are sharp and feasible, and supportive of the point of view adopted by the student and aims to convince his peers.
3) Listening to students' opinions and encouraging them to express their ideas freely.

The role of the students in the exploration stage is to cooperate with each other to accomplish the educational tasks required of them seriously and actively, such as (collecting information,

suggesting ideas, refuting and reformulating them, refuting opinions and facts, writing reports and summaries, and presenting research on the topic) and identifying sources Learning, whether a course book or ranking sites (Mohammed, 2017, p. 25).

The third stage: the meditation stage

This stage aims to ensure that students achieve the desired results and benefit from their learning, and what is expected of them, and that they identify new challenges raised by what they have learned. The teacher at this stage:

1)   Evaluate what the students have accomplished
2)   Discussing with students the skills and concepts they have learned
3)   Verify students' understanding of new experiences and their applications.
4)   Stimulating students' thinking about the positive aspects of the learning tasks they targeted.
5)   Highlighting students' self-reflections and points of view and assigning them new educational tasks similar to what was previously learned (Obeid, 2009, p. 203).

6)   The role of the student here is:
7)   Make a self-assessment and collectively to indicate the achievement of goals and results.
8)   Understand and absorb new knowledge and work to use it in new situations.
9)   Make a list of the skills, experiences and concepts that have been learned (Tawfiq Al-Sayed, 2019, pg. 39).

The fourth stage: the evaluation stage

The evaluation stage through the negotiating approach is not limited to exams and objective tests that measure the extent of the learner's knowledge of the objective knowledge he studied, but rather by evaluating the learning objectives defined in advance and the extent to which they are achieved (such as behavioral educational objectives) and the level of performance of students in applying those objectives and Motivation of the context of the learning process, the extent of utilization and understanding of educational content, concepts, processes and applications, the level of creativity in highlighting skills and abilities, and the extent of interaction achieved in line with tendencies and trends within the framework of constructivist cognitive learning and in acquiring, understanding and retaining knowledge And using it through reflective thinking in solving problems and by making a self-evaluation and evaluating the peer and evaluating the teacher through students' answers to questions and making applications related to the lesson and making sure that students understand the new experiences and skills that they have acquired and applied in the lesson and their good use of them through Active learning, whether on the personal or social level, and its application in new learning situations (Al-Sharqawi and others, 1996, p. 125).

Negotiating Entry Strategies:

1.   An integration strategy,
2.   A strategy for developing the current cooperation,
3.   The strategy of expanding the scope of cooperation by extending it to new areas,
4.   The strategy of exhaustion,
5.   The strategy of distraction,
6.   The strategy of self-destruction,
7.   The offensive strategy.

Cognitive theories that the negotiating approach benefited from:

1. Brunner's theory of learning

(Brunner) believes that the learning process includes a dynamic and active processing of information, and information is built in a different way from one individual to another. The different skills, instructions, and directions are more than focusing on facts and information, and thus Brunner is considered an extension of what Piaget sees in his work and study (Jaber, 1989, p. 74).

Benefit of the current research from Brunner's theory

The researcher believes that he has benefited in building his teaching program from Brunner's theory as follows: -

1. Presenting the system of each lesson at the beginning of the lesson to ensure the students' prior knowledge of the subject.
2. Presenting ideas, topics and systems of unknown relationships for students to discover these relationships through experiences, activities, discussion and group work, and thus build knowledge for themselves.

2. Piaget's theory of learning:

During the second half of the last century, Piaget developed a model describing the way in which a person perceives his surroundings by collecting and organizing information. The theory focused on a number of distinct stages through which students' thinking developed. The mentality, the mental structure refers to the state of thinking of the student at some stage of his cognitive development. As for the mental functions, they refer to the processes that the student resorts to when interacting with the stimuli of the environment with which he deals. Mental structures are the ones that change with the passage of time as a result of man's interaction with his environment (Abu Jadu, 2009, pp. 93-94).

Benefit from the current research from Piaget's theory: The researcher believes that he has benefited in building his teaching program from Piaget's theory as follows: -

1. Piaget's theory of constructivist learning and its development is based on the process of social negotiation between students and their teachers through the exchange of information and previous experiences and their integration with new experiences that arise during negotiation.
2. The student depends on building his cognitive development and understanding of the educational situation and building meaningful knowledge through his mental activity and his interaction with his peers.
3. Negotiation according to Piaget is a process in which ideas are dealt with between the student and his other colleagues and through dialogue, discussion and circulation of ideas and themes. Within the topics presented, the cognitive structures are changed and their meanings are modified, then they arrive as a group and individuals in the end to the meaning they want to know and discover its significance in the read texts

3. The constructivist theory

The educational systems in the forties and fifties of the last century were affected by many ideas and principles that lead educational practices, such as the idea that verbal delivery of content is evidence of learning" and that "direct verbal education necessarily leads to learning." This spread in educational circles even as if the method The lecture "has become the most widespread and preferred of Arab teachers at all educational levels, and this method is

what is called in educational circles "traditional education." Perhaps the reason behind this tendency to use the traditional method, as seen by many educators, is the influence of behavioral ideology (Zaytoun and Kamal Abdel Hamid, 1992, p. 52).

The benefit of this research from the constructivist theory
1.   When constructing the theoretical framework for the negotiating approach, the current research was based on the constructivist theory.
2.   The current research, when preparing the teacher and student guide, relied on making use of the constructivist theory in defining the roles of the teacher and student, when organizing content and preparing lessons.

The concept of reflective thinking:

After reviewing the literature and previous studies, the researcher found that the concept of reflective thinking is based on the following axes:

1.   Insight into actions and mental inquiry: Dewey sees that reflective thinking is insight into actions that leads to the analysis of actions, decisions, and outcomes." Sean went on to say that it is an active, conscious and careful mental inquiry of the individual about his beliefs, experiences, and their conceptual and procedural knowledge in accepting The reality in which he works in a way that enables him to solve practical problems, and to show the tacit knowledge to the surface of consciousness with a new meaning, and that meaning helps in making inferences to his experience that is desired to be achieved in the future (Shawn, 1987, pg. 49).
2.   Analyzing situations into their elements and drawing appropriate plans: Ibrahim believes that reflective thinking is the student's contemplation of the situation in front of him and analyzes it into its elements and draws the necessary plans to understand it, until he reaches the desired results in this situation, and then designs these results in light of the plans that have been developed for his sake" (Ibrahim, 2005, pg. 406).
3.   3.A mental activity based on meditation: Al-Qatrawy sees it as a mental activity based on meditation through the skills of visual vision and detection of fallacies, reaching conclusions or giving convincing explanations, and developing proposed solutions to practical problems" (Al-Qatrawy, 2010, p. 10).

Advantages of learning when practicing reflective thinking
1.   Improving learning by increasing thinking and getting acquainted with new ideas, concepts and creative ideas.
2.   Growing awareness among students due to their need for it and even the educational capabilities and available materials.
3.   Openness to new ideas and modern methods and enriching the orientation towards solving problems through them.
4.   Develop self-understanding and self-criticism and increase the tendency for self-analysis and knowledge of strengths and weaknesses.
5.   Improving the student's ability to learn from his mistakes and prepare to take that step.
6.   Planning, preparing well, and deciding and enriching effective practices.
7.   Cooperation with the teacher and its increase in all subjects contributes effectively to enhancing motivation, self-esteem, self-confidence and the ability to overcome difficulties.

8.   Enhancing teachers' positive thoughts, beliefs and opinions towards teaching creates self-creation for them, enhances their motivation, and improves their professional cognitive development.

9.   Encouraging students to meditate and reflective thinking.

10.   10 Increasing interest in the analysis of education and creating a tendency among professions towards reflective thinking so that students become more reflective (Ebv, Kvjawa, 1994, p.32)

The relationship between negotiating approach and reflective thinking

Negotiation is a required ability that every person needs in order to solve his daily problems with others, so it requires the ability to persuade, discuss and participate in presenting different points of view. An important aspect of individuals' relationships with each other, bringing them together to achieve their goals and confirm their identity. This negotiation or participation achieves identifying the target problem and saving them the required information and options available to solve it. Therefore, negotiation is one of the broad and important issues in our lives, as the volatile negotiating situations have an impact on the lives of the intellectual individual and in his style, this results in an unbalanced personality, as one of the important foundations in focusing on solving problems is through reflective thinking, if it limits the dominance of the presuppositions that may be drawn in the minds of many. Rather, the individual must hear and clarify any ambiguity before issuing any judgment or He utters any words. It is necessary to employ the principles of establishing arguments and proofs and to use them well for the benefit of the negotiating party and not for the benefit of defeating the opponent or dominating the dialogue. (Weinstein, 1983, p.98)

Previous studies

1. Muhammad's study, master's thesis, Al-Mustansiriya University / Iraq, 2017, to learn about "the effectiveness of the negotiation approach in developing the skills of historical thinking among the literary fifth grade students and their tendency to erase the subject." The experimental curriculum and the history subject for the fifth literary grade were adopted, and the total sample size was (88) female students, (42) students for the control sample and (46) female students for the experimental sample, the gender of the sample is female, and the preparatory stage. The intelligence level test, and the historical thinking skills test were applied to the sample, and statistical means were used (T-test for two independent samples, Pearson's coefficient , Alpha Core-Nbach equation, Richardson's code coefficient, difficulty coefficient for essay paragraphs, coefficient of discriminative powers, and the results showed the superiority of the experimental group students who studied history according to the negotiation approach over the control group students who studied history in the usual way and at a significance level (0.05) (Mohammed, 2017, p. 120).

2. Musa's study, a doctoral thesis, University of Baghdad, College of Education, Ibn Rushd 2018, the effect of the two strategies of cards questions and hanging boards in developing reading and reflective thinking skills for third graders of primary school, the experimental approach, for third graders of primary school, and the total sample size (87) students The first experimental group (29) and the second experimental group (30) and the control group (28) students, the sample gender is male, the primary stage, a test to measure reading skills, the reflective thinking scale was adopted, and statistical methods were used (binary analysis of variance, standard deviation, coefficient of Paragraph discrimination, and the effect discrimination coefficient, and the results showed that the students of the two experimental groups outperformed the students of the control group in skills (reading speed, reading health,

and reading comprehension), reflective thinking (Moses, 2018).

third chapter

research methodology and procedures
     First: Experimental *Design:* The researcher adopted the experimental method because it is compatible with the current research procedures and is represented by the following paragraphs:

     A. Research community: The researcher has adopted a group of secondary schools within the province of Babylon, which contain the literary fifth stage, numbering (11) and the total of its students within the literary fifth stage (657) students.

     B. The research sample: The current research sample was represented by the students of Jihad Preparatory School for Boys, as it was selected by random drawing method and found that it includes three divisions, namely Division (A, B, C) and by random drawing and lottery method ([1]) itself. The samples of the current research were selected as Division (A) The experimental group is represented by (37) students, and the (c) section represents the control group with (35) students, and Figure (1) shows that:

measuring tool	Dependant variable	Independent variable	Tool	Group
Dimensional measure of reflective thinking	reflective thinking.	negotiating entrance The usual method	reflective thinking scale	Experimental Controller

Second: Equality of the two research groups
A. The internal integrity of the experimental design: The researcher made a statistical equivalence between the two research groups before commencing the experiment in some variables referred to in the literature, studies and previous research, and the variables were as follows:
     1. The chronological age calculated in months: The researcher made a statistical equivalence in the chronological age calculated in months, to find out the significance of the difference between the mean ages of the students of the two research groups. The researcher used the t-test equation for two independent samples. The results were that the average age of the experimental group students was 206 (206). , 7) months, with a standard deviation of (9,548), and the mean age of the control group is (205.43) months, and with a standard deviation of (6,827), and the calculated value of (0.648), which is smaller than the tabular value of (2,000) at the level (0.05).) with a degree of freedom (70), and this indicates that the two research groups are statistically equivalent in chronological age.

     (1) The researcher wrote the names of the three divisions in small papers and put them in a bag and pulled out a paper that bore the name of the (A) division to be the experimental group, and he pulled out again a paper and it was the "C" division to be the control group.

Table (1) *The results of the T-test to identify equivalence in mental abilities of the research sample*

Indication Level	T value test Tabular	Calculated	Freedom Degree	Standard deviation	SMA	Sample volume	Group
0.05	2.000	0,760	70	4,657	34,59	37	Experimental
				4,978	35,46	35	Controller

3. The academic achievement of the parents

The researcher conducted a statistical parity between the students of the two research groups in the academic achievement of the parents, and the results came according to tables (3) and (4), as shown:

Indication Level	Tabular	Calculated	Freedom Degree	Total	Bachelor + Postgraduate Certificate	Diploma	Intermediate + middle school [3]	Elementary+ reading and writing [2]	Achievement Group
				37	13	9	8	7	Experimental
0,05	7,82	0,516	3	35	11	8	7	9	Controller
				72	24	17	15	16	Total

(2) The primary stage was integrated into reading and writing because the expected value (s) is less than (5).

(3) The middle and preparatory stage were combined because the expected value (s) was less than (5).

Table (4) *The results of the K^2 square to identify the academic achievement of the mothers in the research sample*

Indication Level	Khai value Tabular	Khai value Calculated	Freedom Degree	Total	Bachelor + Postgraduate Certificate	Diploma	Intermediate + middle school	Elementary+ reading and writing	Achievement Group
				37	12	7	9	9	Experimental
0,05	7,82	0,380	3	35	13	8	7	8	Controller
				72	25	15	16	17	Total

External safety of the experimental design

The researcher tried to control the extraneous variables, including (maturation processes, differences in sample selection, experimental extinction, accompanying variables, and teaching plans).

Measurement Tool

After reviewing the literature and previous studies, the researcher formulated a scale for reflective thinking consisting of (45) items, which were presented to the arbitrators to obtain the apparent validity of the scale, then worked on:

The exploratory sample

The researcher chose (25) students from the fifth literary grade students to find out the extent of the clarity of the paragraphs and the response time on the scale.

Statistical analysis sample

The researcher followed the statistical analysis of the scale in the discriminatory power of the paragraphs of the reflective thinking scale, and the correlation method (the correlation of the paragraph's degree with the total score of the scale), as it was applied to the statistical analysis

sample of (225) students of the fifth literary grade, and it was found that All items of the scale are characterized by a statistically significant correlation coefficient, as the correlation coefficients ranged between ((0.33 - 0.67).

Scale instructions

The researcher prepared instructions for how to answer its paragraphs, and prepared a key to correct it.

Scale stability

The researcher used two types of stability:
   a) Retest method: The reliability coefficient for retesting twice was (0.89) using Pearson's correlation coefficient.
   b) Facronbach's method: Using this method, the stability coefficient of the scale was (0.80), which is a good indicator of the scale's stability.

Ninth: Statistical means

The researcher has adopted a package of statistical methods (spss).

Chapter four

presents and interprets the results

First: The results came as shown in the following table (6)

Indication level	T value test		Freedom Degree	Standard deviation	SMA	Sample volume	Group
	Tabular	Calculated					
0,05	2,000	17,375	70	13,538	98,05	37	Experimental
				9,409	50,06	35	Controller

Second: Conclusions

The researcher was keen on making the reflective thinking activities exciting to their motivation, attracting their attention and relevance to their cognitive development, which achieved attracting students' attention to participate in the implementation of these activities.

Third: Recommendations
1.   Encouraging students to practice reflective thinking through developmental activities and effective learning within the different branches of the Arabic language.
2.   Presenting the educational material to students in the form of problems that simulate their lives and their reality and require them to propose various solutions to the best of their intuition and their ability to reflective thinking to propose appropriate solutions.
3.   Paying attention to the reflective thinking skills of secondary school students through the use of learning-centered programmes, activities and approaches, as it increases students' independence in learning different skills.

Fourth / Proposals
1.   Conducting a study to identify the negotiating approach in developing analytical reading skills and reflective thinking among students of different stages.
2.   Conducting a study to identify the negotiating approach in treating wrong perceptions

of grammatical concepts through reflective thinking among fifth grade students.

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