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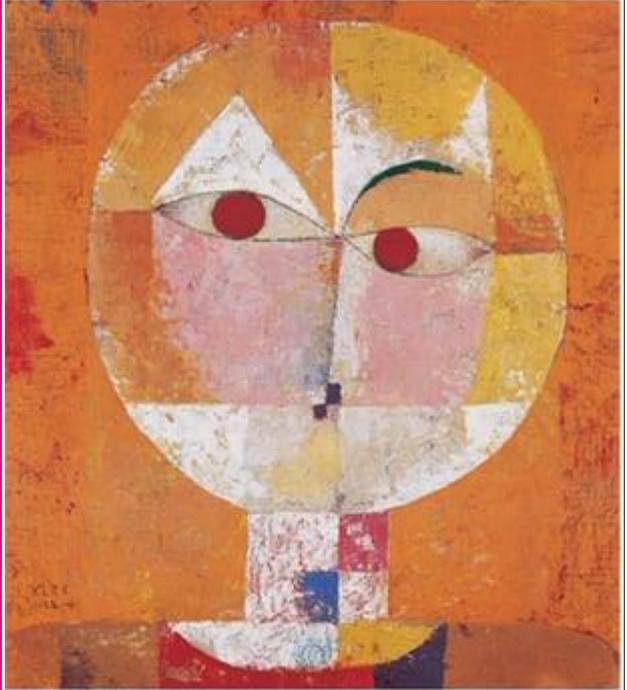
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The effect of the negotiation on the development of deep understanding skills

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Abstract

The study aims to investigate the effect of the negotiation strategy on the development of deep understanding skills in Arabic grammar of the fifth-grade scientific students. The researchers used the appropriate statistical means for research procedures using the statistical package for social sciences (SPSS). The results showed that the experimental group was superior to the control group in the post-test of deep thinking skills. The researchers concluded that the negotiation strategy encouraged students to think, which increased their ability to think, and eliminated the boredom of students.

Keywords: Negotiation, Strategy, Deep, Understanding, Grade.

El efecto de la negociación en el desarrollo de habilidades de comprensión profunda

Resumen

El objetivo del estudio es investigar el efecto de la estrategia de negociación en el desarrollo de habilidades de comprensión profunda en la gramática árabe de los estudiantes de ciencias de quinto grado.

Los investigadores utilizaron los medios estadísticos apropiados para los procedimientos de investigación utilizando el paquete estadístico para las ciencias sociales (SPSS). Los resultados mostraron que el grupo experimental fue superior al grupo de control en la prueba posterior de las habilidades de pensamiento profundo. Los investigadores concluyeron que la estrategia de negociación alentó a los estudiantes a pensar, lo que aumentó su capacidad de pensar y eliminó el aburrimiento de los estudiantes.

Palabras clave: Negociación, Estrategia, Profundo, Comprensión, Grado.

1. INTRODUCTION

Despite the continuous scientific efforts to facilitate Arabic grammar and for many years, we believe that most of them describe it as drought and stagnation, as well as what we see from the low academic achievement in this material and frequent repetition. This problem has not been recent, but has been extended for many years. Some of them attribute the cause of weakness to the curriculum, and some of them attribute the reason to the teaching methods, and some of them designed to weaken of the teacher or the student himself, many scholars have overcome the difficulty of Arabic grammar, making it the dominant feature of drought and difficulty because they require mental abilities based on students' understanding and their understanding of their foundations.

The problem of Arabic grammar is one of the most complex educational problems. It is one of the subjects that the students are

more averse to, and they are fed up with, and are struggling to learn the course of themselves, and teachers alike. Vishko learned from drought as presented to them in all stages of public education, they note the many grammatical errors they commit and their inability to properly control the last words, both written and written.

The researchers believe that the difficulty of grammar may be due to a large number of grammatical concepts; the methods adopted contribute to the preservation and memory of information and do not contribute to the development of concepts. Leithwood noted that failure to understand and understand previous concepts dramatically reduces students' ability to deal more deeply with more complex concepts, a deep understanding of these concepts is based on previous concepts.

In most cases of student disobedience to the rules, the reason is the teacher's lack of skill in following the successful way of communicating those rules to learners' minds a successful teacher is the one who can make grammar a living material in the student world. This is a very difficult work that requires a special personality that combines to the abundance of material, understanding the methods and the manner in which they are presented, the degree of skill of the teacher is determined by the extent of students' understanding of the rules of language, and turn them on, or aversion to them (IMAM, 1990).

The researchers believe through their teaching experience that a large part of the problem lies in the teaching methods used, which rely on conservation and indoctrination in the first place, as well as the grammatical preparation of Arabic teachers and their ability to develop a deep understanding of grammatical concepts, grammatical content and inappropriate levels mental students. This is why we are forced to delve into modern teaching methods, including the negotiation strategy, which contributes to the development of a deep understanding of grammatical concepts among fifth scientific grade. The Arabic language is the most important component of Arab Islamic culture, it is the most human language linked to the nation's creed, identity and personality. So, it held more than seventeen centuries and was a record of the Secretariat of the civilization of the nation, and prosperity and witness to the creativity of its children, they lead the civilization that dominated the earth for about nine centuries; So, it was characterized by multiple features in the characters and vocabulary and expressions and accuracy of expression.

Arabic, the language of the Prophet's Hadith and the language of the Companions of Allah (PBUH) and those who strive in the religion of Allah, translate their feelings and their pleasures with their Lord, and then pass them generations after generation. It is written by the documents of the United Nations, and it is a huge heritage of one of the living languages in the world, since the Middle Ages has enjoyed the language of what can be called universality, and it is widespread. Islam has been able to challenge other faiths in their home language has been able to challenge languages The last in her country, and the meaning of

the main reason for its spread is the spread of Islam (ABUJADO, 2003).

The Arabic grammar, with its linguistic laws and regulations, is a manifestation of the advancement of the Arabic language and a proof of its civilization, maturity, and completeness. This means that any language cannot reach a level that has rules and controls unless it is a degree of sophistication and integration that makes it able to meet the needs of the speakers in their field of life (AL-BAJJA, 2000). The rules are a means of distinguishing error, avoiding speech and writing, and educating students in the ability to explain and derive their accuracy. Balancing between different and similar structures, and training students on the accuracy of thinking, it is the duty of all teachers to work to raise the level of thinking in the students and the lessons of the rules of the best opportunities invested by teachers of the Arabic language to contribute to this educational duty (IBRAHIM, 1973).

Modern and contemporary trends in education emphasize the importance of understanding in learning rather than focusing on memorizing information and remembering it. Hence, the search for methods, strategies, and models that contribute to the achievement of these goals. In this sense, we need to find the methods and teaching methods to deliver the educational material to the minds of students clearly and simply and understanding, and this requires that the teacher knowledge and know-how teaching methods that increase the

effectiveness of the teaching method and adequacy to reach the learner to the maximum level of performance.

The teacher must use the appropriate methods for each subject. In this case, he must possess a variety of teaching methods so that he can communicate the facts, information and concepts contained in the scientific material.

One of the modern strategies in teaching is the negotiation strategy, which is one of the strategies of structural theory, as well as cognitive theories that are based on the individual's knowledge building through the store of memory, information, knowledge, and previous experiences. It means the effectiveness of the learner in the course of learning and focuses on his self-activity, which is derived from several teaching strategies and based on various teaching methods concerned with the pattern of building knowledge and steps to acquire, as well as how to learn in the mind of the learner and what is done. It focuses on the higher levels of thinking and understanding based on analysis and criticism rather than on memorizing and remembering. Students acquire different thinking skills, which provide them with processing mechanisms and the ability to draw conclusions from the content they deal with.

The negotiation strategy is one of the methods of self-learning that gives greater consideration to tendencies and abilities, and gives the student total freedom to choose several alternatives to learning, including content and method of delivery and the means and methods

of teaching and activities to support the learning, this freedom will provide an atmosphere. It is also a strategy for teaching and learning that does not differ in its meaning from negotiation in politics, economics and social issues where the parties of the stakeholders meet together. Each party has its own point of view, which fulfills its wishes and aspirations and may meet. Rejecting or obstacles, then everyone will work together to reach an agreement to produce satisfactory results for all and in the education of our field focuses the negotiation of better learning can be obtained by the learner teach the teacher and provided sources of learning (KHAWALDEH, 2012: RECKINGER & WILLE, 2018).

The importance of the preparatory stage is chosen by the researchers. The students prepare for one of two things, either to continue university studies or to engage in the field of practical life. Both require effort and research, and the preparatory stage is a flexible stage of growth and there is an opportunity to repair what has been crooked in previous stages (AHMED, 1983).

The present research aims to identify the impact of the negotiation strategy in developing the skills of a deep understanding of grammatical concepts among fifth-grade students.

From the research objective, the researchers formulated the following hypothesis:

There is no statistically significant difference at the level of (0.05) between the average score of students of the experimental group who study the Arabic grammar in the negotiation strategy and the average achievement of students of the control group who study Arabic grammar in the traditional way in developing a deep understanding.

1 - A sample of students of the female students of the fifth-grade scientific branch in one of the preparatory and secondary schools in the center of the province of Babylon for the academic year 2017-2018 (Biology).

2- The topics of the Arabic grammar book to be taught to the female students of fifth grade / the scientific branch (biology) in the second half of the academic year 2017-2018, namely: (synthesis, appositive, number, request's model (imperative, prohibition and prayer), the style of vocative).

2. PREVIOUS STUDIES

The researchers will discuss the theoretical aspects of the research, starting with structural theory, then the negotiation strategy, and then addressing the concept of deep understanding and skills. First, structural theory: The educational research in recent decades has witnessed major transformations in the consideration of the educational process of researchers. These transformations include questioning the

external factors affecting learning, such as the characteristics of the teacher (such as his personality, clarity of expression, enthusiasm and moderation) (HAMID & ABBASI, 2015).

What is going on inside the mind of the learner (such as his previous knowledge, his understanding, his ability to remember, his ability to handle information, his motivation and attention, his patterns of thinking, and everything that makes learning meaningful)? The researchers contributed clearly to this field, in how they form these meanings Scientific concepts when the learner, and the role of the former understanding of the formation of these meanings, the researchers relied on this approach to a philosophical school called Constructivism Theory (AL-KHALILI, 1996: HAUER ET AL, 2018).

3. RESEARCH METHODOLOGY

The researchers followed the experimental approach to achieve their research objective, because it is a suitable approach to the procedures and requirements of this research. The choice of empirical design is the first step that the researcher has to undertake when conducting a scientific experiment. The accuracy of the results depends on the type of experimental design chosen to give assurance, to overcome the difficulties encountered in the statistical analysis. The results of empirical research depend on the type of experimental design used, the researchers adopted a partial-experimental experimental

design based on the use of two groups of fifth-grade scientific students for experimental group and control group, as shown in Figure 1.

Group	Pro-test	Independent variable	The dependent variable	Pre-test
Experimental	Chose the deep undertaking skills	The negotiation method	the deep undertaking skills	Chose the deep undertaking skills
		The traditional method		

The researchers chose the girls' secondary school to randomly apply their experience. By random sampling, the researchers chose (a) to represent the experimental group that teaches the Arabic grammar in the negotiation strategy and (b), which represents the control group that teaches Arabic grammar in the traditional way. The number of female students in the two groups was (54) female students (27) students in Division (A) and (27) students in Division (B), and after the exclusion of female students deposits of 14 students from the two groups for having experience and know- Last year, which may affect the accuracy of the results of the search, the researcher excluded the students from the results of tests and statistical analysis only, and kept

									Accounted	Secluded	
Experimental	Fathers	27	5	6	5	6	5	4	0 · 1 8 6	9.4 9	Not statistically significant
Control		27	5	5	5	7	5				
Experimental	Mothers	27	5	5	5	6	6	0 · 1 8 2			
Control		27	5	5	5	6	5				

1. The chronological age and grades of the Arabic language for the half-year, the intelligence test and the deep understanding of pro-experience:

The researchers used the following two variables in the following variables: (The age of time, the grades of the Arabic language in the semesters for the academic year 2017-2018, and the intelligence test. The researchers used the test for Raven for its ease of application that was used by many researchers, and the test of deep

tribal understanding. The calculated T value was less than the value of Table 2 with a degree of freedom (52). This indicates that the experimental and control groups are statistically equal in the variables mentioned.

Table 3: The mean and the standard deviation and the T value of the variables of the two groups of research

Group	Variable	Sample no.	Number of individuals	Arithmetic deviation	degree of freedom	K2 value		The significant
						Accounted	Secluded	
Experimental	Age	27	198.44	7.313	52	0.813	2	Not statistically significant
Control		27	197.07	4.819		0.073		
Experimental	Marks of the Arabic language first semester	27	82.63	9.361		0.073		
Control		27	82.41	12.867				
Experimental	The intelligent test	27	27.37	4.068	0.409			

Control		27	26.85	5.172				
Experimental	Deep understanding test Pro-	27	20.07	5.083		0.027		
Control		27	20.04	4.887				

4. RESULTS

The hypothesis is that: (There is no statistically significant difference at the level of (0.05) between the average score of the students of the experimental group who study the Arabic grammar in the negotiation strategy and the average achievement of the students of the control group who study Arabic grammar in the traditional way in developing skills Deep understanding).

After correcting the answers of the experimental and control groups, the results showed that the average scores of the experimental group reached (20.81) with a standard deviation (2.69), while the average of the students of the control group (18.44) 3.08). Using the two independent samples to determine the significance of the

differences between these two averages, there were statistically significant differences between the two groups. Table 4 shows that:

Table 4: Test results for two independent samples in a deep understanding test

Group	No. of individuals	Arithmetic mean	Standard deviation	T Value		Freedom degree	The level of significance 0.05
				Accounted	Scheduled		
Experimental	27	20.81	2.69	3.012	2	52	Statistically significant
Control`	27	18.44	3.08				

Table (4) shows that the calculated T value of (3.012) is greater than the numerical value of (2) with the degree of freedom (52) and at the level of significance (0.05), indicating that there is a statistically significant difference between the average scores of the students of the two research groups The negative hypothesis was rejected and the alternative hypothesis that there is a statistically significant difference between the average score of students of the experimental group studying Arabic grammar in the negotiation strategy and the average score of students of the control group studying Arabic grammar in the traditional way in the development of They are deep.

5. CONCLUSION

In light of the findings of the researchers, we can conclude the following:

- 1 - The preference to use the strategy of negotiation in the usual way in the development of deep thinking among the students of the fifth grade scientific towards the rule of the Arabic language.
- 2 - The negotiation strategy puts students in front of educational positions that allow them to search for the facts and trends of intensive scientific thinking, students become in front of positions need multiple roles unlike the usual method based on the role of conservation and indoctrination without understanding and application.
3. The negotiation strategy provides students with positive thinking that increases their sense of success and achievement.
4. The negotiation strategy increased the skills of female students in analysis, prediction, decision-making and problem-solving.
5. The negotiation strategy encouraged female students to think, which increased their thinking abilities and boredom among female students.

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