Analysis of the prose evidence in the Arabic grammar book for the sixth literary class in the light of aesthetic values

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Abstract---This study aims to analyze the prose evidence included in the Arabic grammar book for the sixth literary grade in the light of aesthetic values. Arabic, literature, curricula and general methods), and it became composed of (27) aesthetic values distributed over five main areas. Re-analysis between the researcher and himself after (14) days, and using the (Holstey) equation, the reliability coefficient between the researcher and the other analyst reached (0.84), while it reached (0.94) over time, and for the purpose of extracting the results, they used the frequencies and percentages of the fields of aesthetic values and their values and comparing it with the percentage of the hypothetical mean to find out whether it was achieved or not. The results of the research resulted in the realization of my domains (intellectual aesthetic values, personal aesthetic values, non-verification of other fields, and the achievement of some sub-values in K. For a domain and no other check.

Keywords---analysis, prose evidence, aesthetic values.

Introduction to Research

Research problem

The problem of the current research is determined by answering the following question:

-To what extent are aesthetic values achieved in the prose evidence included in the Arabic grammar book for the sixth literary class?

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Second: The importance of the research: The Arabic language is distinguished over other languages by the richness of its verbal heritage, and its richness in sounds, and it has increased it with sounds that other languages do not have, in addition to its accuracy and breadth that made it a living and developed language that fulfills the demands of the times, keeps pace with civilizational changes, and has become one of the most accurate languages. in which scientific writing is recorded (Al-Tamimi and Laith, 2022: 19).

The Arabic language is linked to its grammar, which is a major means of evaluating the tongue and controlling speech. It became necessary for the one who teaches it to come up with appropriate evidence and examples to study it, so that the learner is trained to control it and read it in sound formats, and whoever teaches the rules must study them according to language and literature; So that the student does not feel a gap between the subject of grammar and other branches of it (Sbitan, 2010: 23).

And the systems, whether it is poetry or prose, and what is distinguished by it from the quality of the pronunciation, and the good meaning, people love it and a lot of memorizing it, and they narrate it even after the death of its speaker, so its value remains alive, and it remains immortal in their souls, and this is evident in the saying of Imam Ali bin Abi Talib (peace be upon him): "The value of every person is what he does good" (Othman, 2010: 28). The prose witness is distinguished by being based on an epistemological basis, transmitting ideas steadily and sequentially, in a descriptive and declarative manner, relying on rational proofs, and away from exaggeration and exaggerations, and approaching the truth. The language of emotions and conscience (Yahyaoui, 2014: 36).

Based on that, this study came to memorize the aesthetic values in the content of the prose evidence, and make the student stand on them, which helps him to understand the rules and install them in the minds. An interesting aspect that is not limited to memorizing and memorizing only, the introduction of the rules in a theoretical manner only does not achieve the applied aesthetic purpose in the Arabic language, and this is indicated by the (2005, Arts Smarts Genie) program in that the process of integrating learners into activities of an aesthetic nature has positive repercussions On their personal formation, strengthening their self-confidence, and enhancing and strengthening their connection with the school environment, attention to aesthetic values and the development of aesthetic awareness in the individual is no less important than scientific or religious awareness, as it is the appropriate ground on which other cognitive activities move through the interaction of multiple activities that generate emotional motives for the individual's faculties, as the lack of development of the individual's aesthetic values causes the formation of emotional chaos, and various deviations, such as addiction, moral deviation, and obsession. o Religious and other deviations, which lead to an imbalance of individual personality (Rabiha, 2020: 247).

Third: The aim of the research: The current research aims to: Analyze the prose evidence included in the Arabic grammar book for the sixth literary class in the light of aesthetic values.
Fourth: The limit of the search:

The cognitive limit: prose evidence in the Arabic grammar book for the sixth literary grade to be taught by the General Directorate of Curricula in the Iraqi Ministry of Education, eleventh edition 2019.

Time limit: Academic year 2021-2022.

Fifth: Defining and Defining Terms:

Analysis: Linguistically: It came in Lisan al-Arab (the article analyze): solve, analyze the knot, solve it, analyze the thing, return it to its elements, and analyze the sentence: a statement of its parts and the function of each (Ibn Manzur, B. T.: 232.(

Idiomatically: defined by:

-Ibrahim (1997) as: "A method for studying verbal, audio, visual or indicative communication material, and analyzing it in an organized, objective and quantitative manner, in order to measure some variables that reflect the communicative material under study (Ibrahim, 1997: 65).

-Oliimat (2006) that: "A method of scientific research that researchers can use in various research fields to describe the apparent and explicit content of the material, or to discover the cultural, intellectual, political, or ideological background that stems from the material, provided that the analysis process is done as Organized according to methodological foundations, and objective criteria, and that the researcher bases, in the process of collecting, classifying and analyzing data and information, mainly quantitative and qualitative methods" (Alimat, 2006: 11).

Procedural definition of analysis

It is a research method used by researchers to analyze the prose evidence included in the Arabic grammar book for the sixth literary grade. For the purpose of revealing its aesthetic values .Linguistically, the witness: It came in the surrounding dictionary: "The testimony is definitive news, and he witnessed it as he heard it. Witnesses: attended, so he is a witness. Abadi, 2008: 896).

The prose witness: He was defined by

-Al-Ghamdi that: the witness that is limited to the proverbs of the Arabs, and the proverbs of their words, especially the high examples of it, which is what the grammarians mention when there is a need to include the words of the Arabs in them (Al-Ghamdi, 1408 AH, 1988 AD: 43).

-Al-Thanawi that: "The part that is cited in proving the rule is from the words of the Arabs that are trustworthy in their Arabic, and it is more specific than the example (Al-Thanawi, 1996: 1002).

Procedural definition of the prose witness

It is all what is included in the Arabic grammar book for the sixth literary grade, including prose texts, and industrial examples designed to clarify or clarify a grammatical or morphological rule on a subject.

Aesthetic values: defined by:

- Al-Jerjawi (2011) as: "Determinants and directives of behavior in its practice, which help to develop the ability to judge and appreciate, enjoy everything that is beautiful and creative, and adopt the causes of contemporary education that lead to addressing the minds, feelings, conscience, and a sense of beauty" (Al-Jerjawi, 2011: 32).
- Ahmed and Nadia (2013) as: "a set of behavioral guidelines for the individual towards aesthetic taste, realizing consistency and integration in all aspects of life, and appreciating everything that is beautiful, moral or scientific" (Ahmed and Nadia, 2013: 151).

Procedural definition of aesthetic values:
They are values of an aesthetic nature that would develop students' tastes, and affect them in a beautiful and enjoyable way, which necessitates their inclusion in the prose evidence in the Arabic grammar book for the sixth literary class.

Theoretical aspects and previous studies

First, theoretical aspects

Analysis: The most comprehensive concept of content analysis is what Berelson mentioned (), who said that analysis: "is a research method that is applied in order to reach a purposeful and organized quantitative description of the content of the communication method," because this concept emphasizes a set of characteristics, namely:

1- The content analysis is not only for the purpose of quantitative inventory of the analyzed unit, but goes beyond it to try to achieve the specific goal, and this was expressed by the word (purposeful) in the previous definition.
2- The analysis of the content is limited to an apparent description, and what the person said or wrote explicitly without resorting to its interpretation, and this is what he intended in the definition in the phrase (quantitative description)
3- He did not specify a method of communication without others, as the researcher can apply it to any communication material.
4- It depends on iterative, systematic monitoring of the selected unit of analysis. (Al-Assaf, 1989: 235)

Content analysis trends

There are two trends in content analysis :The first: the descriptive trend: it focuses on the descriptive use in the analysis, and that the description is related to the apparent content, not to the underlying meanings in the communication, and its results are used in the interpretation of the underlying meanings. Draw a relationship between the elements of the process and communication or prediction, the trends and reactions of these elements.

The second: the inferential trend: the inferential trend goes beyond merely describing the content to making inferences from the elements of the media

process, and the meanings inherent in the content. This trend is determined by several points:

1- Dropping the attention to focus on the apparent content only.
2- The main objective of the content analysis process is to reveal the meanings and read between the lines.
3- Inference from the content about the different dimensions of the communication process and its effects.
4- Paying attention to quantitative measures and the number condition (statistics)
5- Using content analysis to achieve and select practical hypotheses. (Al-Samouk and Huda, 2005: 75)

Prose Evidence

The prose evidence has been favored by linguistic studies; It is considered with poetry a basic pillar upon which the grammarians built the foundations of the grammar of the Arabic language, and it was the mainstay of linguists in explaining and clarifying strange words and explaining their derivations, and the rhetoricians use it for the correctness of structures and to clarify the methods of the Arabs in their beautiful speech, and prose "is one of the two sections of the compositional literature, which contains the well-organized ideas And the presented is an attractive presentation, well-formed, well-formed, taking into account the rules of grammar and morphology." Another type of prose is "what goes on in people's words during the transaction, and this is not polite in anything" (Wahba and Al-Muhandis, 1984: 401)

From the foregoing, it becomes clear the concept of the prose witness, which can be theoretically defined by the researchers as: everything he cites from the eloquent speech of the Arabs, represented by a sermon, a will, a proverb, or an article, that combines the accuracy of the structure, the beauty of expression and the generosity of the pronunciation, which makes it a statement that is invoked to prove language base.

Reasons for interest in prose witness

Many of the rule-makers resorted to the use of Quranic and poetic evidence to prove the validity of their rules, and thus the words of the Arabs ranked third after the Quranic and poetic evidence, despite the fact that the prose has a wide area of freedom and lack of pretentiousness, as it is devoid of presumptions, and because the Arabs speak on their own, And without making up, their words would be a starting point for rooting a certain rule, or a certain style, or monitoring a development. However, this matter did not happen in reality, so the evidence came in the witness to the prose falling behind in order and quantity after inference with poetry (Eid, 1988: 34), but this matter did not prevent some writers and scholars to bolster the power of the prose witness; Considering it to be more flexible than poetry that is subject to many necessities and frivolity, and among them is the writer Taha Hussein who said: "The proponents of prose did not fail in protesting for their art, so they said: We do not deny the virtue and advantage of poetry, but we see that prose is better than it, because it fulfills the

necessities. life, and because poetry is only an art of amusement, and they saw that prose is the language of politics, the language of religion and the language of science, and therefore poetry may have a position, but the prose is more offensive to human needs, and more connected to what he is heading towards" (Hussain, 2013: 24).

Fourth: Aesthetic values: Aesthetic values are among the issues that have occupied the thinking of many philosophers, educators and thinkers, throughout successive ages. Therefore, the process of acquiring aesthetic values is an urgent necessity and a human need. Because of the impact it has on the behavior of the individual and society, the image of the aesthetic value emerges in the tenderness of feelings, the delicate sense, and the depth and conscience that makes a person pay attention with his thought and conscience, and taste and enjoy things within him, as well as being characterized by the organization of relations between the individual, himself and his community, and achieve peace and inner harmony. and community (wisedsang.et.a: 1651.2015)

It is clear that the aesthetic value lies in the beauty that is manifested in everything desirable, and the aesthetic value is ideals and principles concerned with directing our aesthetic behavior, which means that the main way to determine any aesthetic value is only by analyzing the aesthetic situation or determining the aesthetic behavior (Khalil, 1996: 40)

The role of the teacher in instilling aesthetic values:
The teacher, in virtue of the tasks he undertakes, is the one responsible for the upbringing of his students, and since this upbringing requires attention to the aesthetic dimension, the education on aesthetic values in secondary schools bears the bulk of them, as beauty in the educational process has an educational dimension related to content, cultures and human relations, And if the teacher teaches his subject within the framework of the aesthetic reality, he enables his students to realize the aesthetic values in them, and he is always innovative and creative in his performance, keeping away from the routine so that the students do not get bored (Al-Sherbiny, 2005: 158)

Among the mechanisms for achieving education on aesthetic values through the teacher are the following:

1- The teacher is aware that every mental experience has an aesthetic character.
2- His participation for students in any activity that gives focus to the educational experience and makes it aesthetic.
3- To work to add the character of suspense and excitement in the lesson, and to avoid monotony and vulgarity.
4- The teacher should be aware of the close relationship between inner desires and needs, and the external environment.
5- That the teacher be able to correctly disclose the habits and tendencies of his students to be properly developed.
6- The teacher should pay attention to the things that would kindle the spirit of beauty and artistic taste in the student. (Hassan, 2018: 130-131(

Previous studies

1. Abdul-Karim's study (2018): (Aesthetic values in reading books for the first three grades in Iraq, Egypt and Lebanon) The study was conducted in Iraq, University of Al-Qadisiyah, and aimed to identify the aesthetic values included in reading books for the first three grades in Iraq, Egypt and Lebanon, and the researcher adopted The descriptive approach is based on the method of content analysis, and the study community consisted of reading books for the primary stage for the first three grades in Iraq, Egypt and Lebanon. 9) values, and the field of environmental beauty, which includes (7) values, and the field of body beauty, which includes (5) values, and to ensure its validity, it presented it to eight arbitrators, and to ensure the stability of the analysis, it used two analysts and extracted the stability with the Holisti equation)), which amounted to 80% The researcher relied on the SPSS statistical package to obtain the results of the research, and reached results, the most important of which is the superiority of reading books for Egypt and Lebanon in the amount of aesthetic values and the examples included for those values on reading books in Iraq, and the books of the three countries agreed that a large field The language is the first place for aesthetic values. (Abdul Karim, 2018: 127-147)
2. Kazem's study (2019): (The degree of inclusion of literature and text books in the preparatory stage in Iraq for moral and aesthetic values) The study was conducted in Jordan, Al al-Bayt University, and aimed to identify the degree to which literature and text books for the preparatory stage in Iraq include aesthetic and moral values .The researcher adopted the descriptive approach as a method to analyze the content, and the study population consisted of literature books and texts for the preparatory stage, and the research sample was literature books and texts for the literary branch, and the researcher built an analysis list of aesthetic and moral values, and to ensure its validity, it was presented to a group of arbitrators, and after the amendment became It consists of (26) values, and to confirm stability, I used (analysts' agreement), and the reliability coefficient was extracted using the Holisti equation. The moral and aesthetic reached (532) values in literature and text books for the preparatory stage, distributed as (127) values for the fourth grade, (212) values for the fifth grade, and (193) values for the sixth grade. (Kazim, 2019: 6-58)

Aspects of benefit from previous studies:

1- See the largest number of sources.
2- Enriching the researcher's ideas with what the theoretical framework dealt with, and identifying some indicators of aesthetic values.
3- Benefit from defining the general curriculum of the study.
4- Identifying the statistical methods that are compatible with the nature of the research and its procedures.

Research Methodology and Procedures

First: Methodology Research: The researchers adopted the descriptive approach, to analyze the content of the prose evidence included in the Arabic grammar book for the sixth literary grade in the light of aesthetic values.

Second: Search procedures, including the following:

a. Research community: all of the prose testimonies (235) are prose witnesses, which are the honorable prophetic hadiths, aphorisms, rhetoric, and the will and industrial examples .The two researchers excluded the noble Qur'anic evidence, which is too rich and lofty for us to analyze in search of aesthetic values. Giving the verses of the Noble Qur'an is rich in benefit and values of all kinds. The first thing is to put the Qur'an in its special position that the commentators placed for it, and from which the ancient grammarians attained reverence and reverence. There are writers and researchers who do not consider it poetry or prose, as stated by the Dean of Arabic literature (Taha Hussein) when he said: "But you know that the Qur'an is not prose, just as it is not poetry, but rather it is Qur'an, and it cannot be called by any other name. It is not poetry. - and this is clear - he did not adhere to the restrictions of poetry, and it is not prose, because he is bound by his own restrictions that are not found in others, and these are these restrictions that some of them relate to the end of verses, and some of them to that special musical tone. It has been elaborated from a wise and experienced person, so we cannot say that it is prose, as he stated that it is not poetry" (Hussain, 2013: 26-27).
b. The search tool: the search tool: The researchers prepared a list of the aesthetic values that must be available in the prose poetic evidence included in the Arabic grammar book for the sixth literary grade. (6) Intellectual aesthetic values and values, including (6) values, personal aesthetic values, (6) values, and stylistic aesthetic values, comprising (6) values, so that the total sum of values for the five domains is (27) values.
c. Authenticity of the tool: The researchers presented the tool to a group of specialists in methods of teaching Arabic language, literature, curricula and teaching methods to achieve its apparent honesty. belonging to its field.
d. Analysis: Analysis
   1. The objective of the analysis: To reveal the aesthetic values contained in the prose evidence in the Arabic grammar book for the sixth literary class, according to the list prepared for this purpose.
   2. Unit of analysis: The researcher adopted the idea unit as a unit of analysis. appropriate to the objective of the current study.
   3. Analytical controls: In order for the analysis to be accurate, the researchers followed the following main controls:
      -If the value is not apparently explicit (verb), the meaning of the idea carried by the witness is seen, in the context of the sentence, for the purpose of extracting the value present in its content.
      -If two values come with an ampersand between them, they are treated as two independent values and given repetition for each of them, but if the extended value is an extension of the first value, it is not considered an independent value, and no repetition is given.

e. Analysis stability: The researchers resorted to two methods for the stability of the analysis:
1. Stability through time: The researchers re-analyzed after a period of 14 days after the first analysis, and used the Holisti equation to calculate the stability between the two analyzes, as the stability coefficient between them was (0.94.(
2. Agreement with another analyst: The two researchers hired another analyst () who has the necessary know-how and skill in analyzing the evidence, and he was briefed on the method of analysis and its controls.

Third: Statistical means: The researchers used the following statistical means:

1- Percentages: they are: partial number / whole number x 100
2- Holisti equation: The two researchers used it to find the coefficient of stability of the analysis between the researcher and himself, and between the researcher and the other analyst, and it is:

$$C.R = \frac{2M}{N1 + N2}$$

So:
C.R: Stability coefficient
M: The number of times of agreement between the researcher and himself or between the researcher and another analyst.
N: the sum of the values to be analyzed. (Ta'ima, 2004: 226)

Presentation and Interpretation of Results

First: Presentation of the results: The following is a presentation of the results reached by the researchers, which pertain to the study's objective, which it states: (Analysis of the prose evidence included in the Arabic grammar book for the sixth literary class in the light of aesthetic values). This is done through the following steps:

1- Calculating the frequencies for each of the main domains, their percentages, ranks, and the extent of their achievement, as it appeared that the total frequencies of the aesthetic values in the prose evidence are (213) recurring, distributed over the five journals, and their details were in descending order as follows :The field of (intellectual aesthetic values) ranked first, with a total of (78) iterations, and a percentage of (36.61%) of the total number of iterations of the field, while the field of (personal aesthetic values) ranked second, with a total of (48) iterations. Frequently, and with a percentage of (22.23%), while (stylistic aesthetic values) ranked third, with a total of (35) recurrences, and with a percentage (16.43%), and it ranked fourth in the field of (ethical aesthetic values). With a total of (34) recurrences, with a percentage of (15.96%), and finally, the field of (doctrinal aesthetic values) ranked fifth, with a total of (18) recurrences, and with a percentage (8.45%), and the researchers calculated the percentage For the hypothetical mean of the five main domains, which reached a percentage (20%), it was a criterion for judging the achievement or non-fulfilment of the field.

achieved, and after making a comparison with the percentages obtained in each field, it was found that two areas were achieved: (intellectual aesthetic values); The fact that its percentage is higher than the percentage of the hypothetical mean, which amounted to (36.61%), and the field (personal aesthetic values), being that its percentage is also higher than the percentage of the hypothetical mean, which amounted to (22.23%), while the other areas (values Doctrinal aesthetics, ethical aesthetic values, and stylistic aesthetic values) were not all realized; Make their percentages less than the percentage of the hypothetical mean.

2- Calculating the frequencies of the sub-aesthetic values for each field, arranged in descending order, according to the highest frequencies obtained by each field, as follows:
A- Calculating the frequencies of the values of the third field (intellectual aesthetic values) that ranked first, according to the frequencies of its six values that fall under it, their percentages and their arrangement, as it was found that the total frequencies of aesthetic values obtained by this field amounted to (78) recurrences, which is the highest total Repetitions among the rest of the other fields, and they were distributed in different proportions to the six values that fall under it, where the value of (stimulating the mind in thinking and creativity) ranked first with a total of (28) recurrences, and with a percentage of (35,90%), then followed by the value of (wisdom). Perception) came in the second place with (24) recurrences, and with a percentage of (30.77%), while the value of (reflection and reflection) got the third place with (16) recurrences, and with a percentage (20.51%), followed by the value of (excitation of emotion). ranked fourth with five recurrences, and with a percentage of (6.41%), and the value of (predominance of reason over desires) came in fifth place with three recurrences, and with a percentage of (3.85%), and finally the value of (broad imagination) was ranked sixth and last with only two recurrences. with a percentage of (2.56%)
After calculating the percentage of the hypothetical mean of the total values that fall under the domain of intellectual aesthetic values, amounting to (six) values, the percentage of the hypothetical mean was (16.66), and when compared with the percentages of its values, the researchers found that three values were achieved, namely (excitation of the mind in thinking and creativity, wisdom and perseverance, contemplation and contemplation); The fact that their percentages are higher than the percentage of the hypothetical mean, and the other aesthetic values were not all achieved; Make their percentages less than the percentage of the hypothetical mean.

B- Calculating the frequencies of (personal aesthetic values) ranked second, with a total of (48) recurrences, distributed in different proportions to the six values that fall under this field, according to the following detail :The value of (patriotism, nationalism, or tribe) ranked first with (20) recurrences, with a percentage of (41.67%), while the value of (love of good) ranked second with (12) recurrences, and with a percentage of (25%). The value of (courage and chivalry) ranked third with (9) recurrences, and a percentage of (18.75%), then the fourth and fifth place were divided equally between the two values: (self-confidence, a sense of the beauty of nature) with three recurrences for each, and a percentage of (6.25). %), and finally, the value of (beautiful patience) ranked sixth, with one repetition, and as a percentage (2.08).

After calculating the percentage of the hypothetical mean of the six values that fall under this field, which amounted to (16.66), the researchers compared it with the percentages obtained by each value of this field, and found that three aesthetic values were achieved, namely (the pride in the homeland or nationalism or tribe, benevolence, courage and chivalry); The fact that its percentages are higher than the percentage of the hypothetical mean, and the rest of the other values were not achieved; Make their percentages less than the percentage of the hypothetical mean.

C- Calculating the frequencies of (the aesthetic stylistic values) that ranked third, according to the sum of the frequencies of the six values that fall under it, their percentages, and their arrangement, as the total of its recurrences amounted to (35) recurrences and they were distributed in different proportions to the six values, according to the following detail: (Metaphor) ranked first, with a total of (14) recurrences, and with a percentage (40%). It was followed by (also) in second place, with nine recurrences, and with a percentage of (25.71%), while the third, fourth and fifth place was shared equally (similarity, metonymy, and counterpoint) with four repetitions for each value, and a percentage (11.43%), and finally it won (Anaphora) ranked sixth and last by not obtaining any repetition, and with a percentage (zero).

After the researchers calculated the percentage of the hypothetical mean of the total six values that fall under this field, which amounted to (16.66), and compared it with the percentages obtained by each value of this field, they found that two values were achieved: (the borrowing and the assonance); The fact that their percentage is higher than the percentage of the hypothetical mean, as their percentage is as follows: borrowing (40%), and assonance (25.71%). As for the rest of the other values, they were not achieved; Make their percentages less than the percentage of the hypothetical mean.

A - Calculating the frequencies of (the ethical aesthetic values) ranked fourth, according to the total frequencies of its six values, which fall under it, and calculating their percentages, order, and ranks. that fall under this field, as detailed below: The value of (good dealing with others) ranked first, with a total of (20) recurrences, and a percentage of (58,82%), while the two values (depth of loyalty and generosity) shared the second and third rank equally with (five) iterations for each of them, and with a percentage (14.71) for each of them as well. The value of (high humility) got the fourth rank with four repetitions, and with a percentage (8.82). As for the fifth rank, the value of (tolerance) was obtained by obtaining one repetition, and with a percentage of Percentage (2.94%), and the value of (pardon at ability) came in the last rank by not obtaining any recurrence, and with a percentage (0%)

After calculating the percentage of the hypothetical mean of the total six values that fall under this field, which amounted to (16.66), and comparing the criterion with the percentages obtained by each value of this field, the researchers noticed that one value was achieved, which is (good dealing with others).; The fact that its percentage is higher than the percentage of the hypothetical mean, which amounted to (58.82 %), with a large difference from the rest of the values that

were not achieved; whose percentages were less than the percentage of the hypothetical mean.

B- Calculating the frequencies of (belief aesthetic values) who ranked fifth and last, according to the sum of the frequencies of his three values that fall under it, their percentages, and their ranks, as it was found that the total frequencies of the aesthetic values he obtained were (18) recurrences, distributed in different proportions to the values The six that fall under this field, as detailed below:

The value of (highness in piety) ranked first, with nine recurrences, and a percentage (50%), while the value of (highness in faith) ranked second with six recurrences, and with a percentage of (33.33%), and finally the value of (the sanctification of the divine self) In the third and last place with three recurrences, with a percentage of (16,67%), and after performing a calculation of the percentage of the hypothetical mean of the total of the three values that fall under this field, which amounted to (33,33), the researchers compared this criterion with the percentages that obtained It has each value, and they found that two values are achieved: (the transcendence of piety) because its percentage is higher than the percentage of the hypothetical mean, and (the arrogance of faith); The fact that its percentage is equal to the percentage of the hypothetical mean, while the value of (the sanctification of the divine self) was not achieved; Being a percentage less than the percentage of the standard.

Interpret the results

Interpretation of the results for the main areas

It is clear from the presentation of the results of the five main fields that two fields were achieved: The third field (intellectual aesthetic values) by obtaining the highest iterations of (78) recurrences for the sum of its six values, and for obtaining the first rank, and this indicates the great interest by the authors of the curriculum in this type of aesthetic values , and their vision of the need to include them in the content of the evidence in general, as well as the achievement of the fourth field (personal aesthetic values), which highlights the importance of its inclusion from the fact that it stems from the beliefs and principles that the individual acquires and carries towards things gradual from the most important to the important, and he has frameworks and laws that have strength and influence on him and on Society (Ezz El-Din, 2020: 96)

As for the other fields (doctrinal, ethical, and stylistic), not all of them were achieved, and this is a negative indicator in the mechanism of selecting the prose evidence. These areas possess aesthetic values that should not be neglected or overlooked by the authors of the curriculum. Because it effectively and positively affects this age group, and helps to build its personality, and on the other hand, its ability to make Arabic grammar material palatable and popular with students by enriching the prose evidence with these aesthetic values.

Interpretation of the results in relation to the values of each domain

The first rank: Intellectual aesthetic values: it became clear that three values were achieved in it: (stimulating the mind in thinking and creativity, wisdom and perseverance, reflection and contemplation) in order, by obtaining the highest repetitions, and the researcher attributes their achievement to the desire of the authors of the curriculum to provide students with more cognitive experiences through evidence Prose, teaching Arabic is not limited to providing students with facts and information about the Arabic language, but also has a desire to enable them to discover its skills and arts (Taima, and Muhammad, 2000: 54)

The two researchers attribute the failure to achieve the other three values to the failure of the curriculum authors to adopt a real value criterion, which led to a decline in the presence of these values by obtaining fewer repetitions than expected, despite their importance and abundance in many of the Arab artistic prose represented by their speeches, commandments, aphorisms and others.

Second place: Personal aesthetic values: in which three values were achieved (pride in the homeland, nationalism, or tribe, love of good, courage and chivalry), which gives an indication that the authors of the curriculum realize that these values are among the intrinsic values that grow through the social environment, and develop as a result of The individual's relationship with experiences and individuals, resulting in important values such as pride, courage, strength, and tribal (national) solidarity to which that individual belongs (Al-Bajlani, 2013: 39-40), while we see them neglecting important values such as (self-confidence, and a sense of the beauty of nature) by obtaining (Three) repetitions for each of them, despite being values necessary for the upbringing of young people that cannot be neglected, and also their neglect of the value of (beautiful patience), which only got one repetition, which calls for reconsideration by including these important values that are so important that it is imperative to focus on them It is one of the great qualities that if a person is endowed with good qualities.

The third rank: the aesthetic stylistic values: it became clear that two aesthetic values were achieved: (metaphor) by obtaining (14) recurrences, followed by (rhyme) with nine recurrences, while the other aesthetic stylistic values (similarity, metonymy, and counterpoint) were not achieved by obtaining (four).) Repetitions for each of them, in addition to the lack of (anagrams) for any repetition. The researchers attribute this inconsistency in including stylistic aesthetic values to the lack of a comprehensive vision by the authors of the prose evidence that leads to its inclusion in equal or close proportions, as they are values that must be considered; Because of its artistic and aesthetic impact, as any rhetorical style is a semantic linguistic structure that carries the functions of excitement and enjoyment, and these phenomena combine the elements of literature, language and life, to form an artistic structure that excites emotion and conscience, with its secrets suggestive of form and content, achieving a positive value for the prose text Active embodies beauty with all its semantic characteristics (Juma'a, 2005: 19).

Fourth place

Moral aesthetic values: it includes values (high humility, depth of loyalty, generous generosity, tolerance, forgiveness when able, and good dealing with others) One value was achieved in it (good dealing with others), as it obtained (20) recurrences, and this number is more than half of the total repetitions for this field, which is (34) recurrences. The researchers suggest the reason for this uniqueness is due to its educational necessity in educational institutions; The student is surrounded by classmates and teachers, which makes it imperative that he possess this moral value in order to better deal with others, but this does not prevent that other values (such as the depth of loyalty, the abundance of generosity, the lofty humility, tolerance, and forgiveness at ability) receive the care of those who put The method and the choice of prose evidence, as it came with a very small number of repetitions ranging between (0-5), while Arabic prose was rich in these noble values and good morals, and it was filled with speeches, honorable biographies and other texts that directed the nation to perfection, and it was a shining proof of the nobility of these The nation, and a bright torch that lights their paths for generations (Manna, 1993: 9), so the researchers see the need to work on finding a real balance for these values in the prose evidence in the content of the Arabic grammar book for the sixth literary class.

Fifth rank

Doctrinal aesthetic values: It includes values (reverence for the divine, arrogance in faith, and transcendence in piety) The results showed that two values were achieved: (Exaltation in piety) by obtaining (nine) recurrences, which is half of the total number of repetitions of the domain of (18) recurrences, followed by the value of (Exaltation in faith) with (six) recurrences, and these two values must have a permanent presence in the evidence; They have a high religious influence on the souls of young people, so when the individual rises to piety and is elevated in his faith, it is nothing but an affirmation and firm belief in the existence of God Almighty and a good opinion of Him.

However, the lack of realization of the value of (the sanctification of the Divine Self) in the prose evidence gives an impression of the neglect of this important value by those in charge of selecting the evidence in the curriculum. The sanctification of the Divine Self is described by the beauty of all its attributes. Therefore, the researchers see the need to pay attention to it and include it in order to educate the individual to venerate the Divine Self in beautiful terms.

Conclusions, Recommendations and Suggestions

Conclusions

1- The authors of the curriculum did not rely on a specific criterion for selecting prose evidence according to aesthetic values.
2- The curriculum developers did not take into account the required distribution of the fields of aesthetic values while choosing the prose evidence, so only two fields (intellectual aesthetic values and personal aesthetic values) were achieved out of the sum of the five main fields.

3- The most frequent aesthetic values were the value of (stimulating the mind in thinking and creativity) with a total of (28) recurrences, followed by the value of (wisdom and perseverance) with a total of (24) recurrences.

Recommendations

1- Adopting a standard that includes the areas of aesthetic values, to be distributed comprehensively when selecting the evidence in the curriculum.
2- The necessity for teachers to be aware of the aesthetic values while presenting the evidence to the students; Because of its importance in arousing their conscience, and increasing their desire for the lesson and the material.
3- Paying attention to some missing and semi-missing values in prose evidence.

Suggestions

1- Conducting a study in analyzing evidence for Arabic grammar books for the rest of the preparatory stages.
2- A similar procedure to the current study to analyze the evidence in Arabic grammar books for the intermediate stage.

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