Evaluating the performance of Arabic language teachers in light
of the analytical and creative skills of successful intelligence

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ABSITRACT   *The current research aims to evaluate the performance of Arabic language teachers in light of the analytical and creative skills of successful intelligence. To achieve the goal of the research, the researcher chose a sample of the research community and it reached (96) teachers and by using the random choosing method. As for the research tools, an observation form included 18 sub-skills and the sub-skills were described with (40) procedural descriptions and alternatives were developed for each skill, which are (excellent, very good, good, average, weak) and grades were given (5, 4, 3, 2, 1) For each of them, their validity and reliability were verified after the researcher applied them to the research sample for a period of (60) days, then were statistically treated to analyze the results of the study by adopting the following statistical methods (Pearson correlation coefficient, chi square, weighted mean equation, and percentage weight) and the study concluded with a number of conclusions .*

Key words: evaluation, successful intelligence, creativity.

1 **INTRODUCTION**   It is no longer a secret that education, in its broad and comprehensive sense, has the importance and impact on the life of the individual and groups, and in the development of ideas and the progress of societies. It is the manifestation of life and an actual behavioral practice of developing and renewed concepts and values stemming from the evolving cultural heritage. In addition, education is a renewing power for human energies and activities, and it is difficult to imagine the development of a society that does not renew its educational system. In addition to its other systems, which cannot develop in isolation from education, and in addition to the change that we are witnessing today in the fields of education, it will face multi-faceted changes in the future (Istetah, 2008, 19) and since education is a means of education in achieving its goals and a source for meeting the demands of the nation From the active human forces as a field that reflects the functions of education, and its goals through its educational institutions that assume the task of making the human personality, according to the nation's perspective for this creation, interest in education increased and its level increased as an important condition for every society seeking progress (Attia, 2009: 17) and language is the Learning and teaching tool, and without it, the educational process would not have taken place, and the link between the teacher and the learner would have been cut off, so this method must be a solid facilitator related to the realities of mental life and because today a person faces a serious challenge in his intellectual life, so he needs a sound language that is capable of communicating ideas and transmitting knowledge To be precise and perfect (Shehata, 200, 68) and the teacher is one of the most important inputs to the educational learning process and the most dangerous in raising young people, and one of the effective factors in determining the quality of future generations, and accordingly, any targeted school improvement builds and sets basis on the effects that the teacher leaves on the minds and behavior of his students (Muhammad and Matwalli, 19:34). Therefore, evaluating the teacher's performance is a fundamental process through which the quality of education is ensured and the required effectiveness in educating students is achieved and

effectiveness here indicates the amount of progress students achieve through educational attitudes inside and outside the classroom (Wehbe, 2002: 756), and successful intelligence is an integrated system of capabilities necessary for success in life.

As the individual knows it within his social context, and the person who enjoys it distinguishes his strengths to benefit from them as much as possible, and at the same time distinguishes his weaknesses and finds ways to correct them (Al-Rubaie, 2010, 48) The importance of studies on intelligence from the analytical side shows that it focuses on studying problems in terms of depth. In the processes of analogy and the processes of reaching judgment, drawing conclusions and reaching total knowledge (Al-Jasem, 2010: 12), then the importance of creativity appears in the creative teacher as he resists isolation and alienation, and realizes the importance of knowledge, intelligence, thinking courageously and creative expression as a basis upon which all his educational practices and activities are based (Mahmoud 180: 200) The problems of teaching Arabic are many and numerous, and are not limited to one aspect. Some of them are related to the curriculum and the student, and some of them are related to the teacher, and the problem of weakness in the performance of Arabic language teachers has begun to spread in our schools and the reason is due to the weakness of the multiple programs in the colleges from which they graduated (Zayer Waiman, 2011: 26) and not having enough time to think carefully among the piles of exam papers that must be corrected, attending meetings, and writing reports are considered indicators that affect teachers and affect their performance while they are exposed to such pressures, and in the midst of all this it becomes necessary to search for preparing appropriate conditions that leads to improving performance (Al-Hashemi and Faiza, 2014: 4). One of the reasons for the low level of performance and its weakness is the lack of teacher training programs in light of the weaknesses that are supposed to be diagnosed by the evaluation form approved by the educational supervisors in the General Directorates of Education, also the traditional evaluation method Which depends on the supervisor's judgment and his personal perception is an unreliable method for making objective evaluation judgments (Baqer, 19: 17).

Research objectives: The research aims to Evaluating the performance of Arabic language teachers in light of the analytical and creative skills of successful intelligence

Research limits: Humanitarian limits; Arabic language teachers for fourth, fifth and sixth grades of primary schools. Scientific limits: the analytical and creative skills of Arabic language teachers for the last three grades of the primary stage.

Spatial boundaries: the schools located in the center of Babel Governorate.

Temporal limits: the academic year 2019-2020.

Research terms: taquem: taken from the verb (qaam), whose origin is that he stood.(Al-Jaghoub, 2002: 262)

Evaluation idiomatically: revealing weaknesses to avoid them or strengths to confirm them, and revealing the special aspects that need to be modified or improved by using various evaluation methods and tools such as tests, comparisons, questionnaires, etc. (Atwi, 2001: 178).

Procedural evaluation: Issuing a judgment on the practices of the Arabic language teacher through practices in the observation form that includes analytical and creative skills while teaching the Arabic language curriculum.

Performance language: Plug something into it.(Ibn Manzoor, 1994: 30).

Conventional performance evaluation: The process by which the competencies of the teaching staff are determined in the teaching field, and the extent of their contribution to the completion of the tasks assigned to them (Al-Aijli, 2001: 85).

Procedurally: A process by which the level of achievement of Arabic language teachers in primary schools is determined when teaching Arabic language, according to the analytical and creative skills Predefined in the note.

The teacher language: a noun derived from the verb (teach) in (teached him).(Al-Razi, 2005: 224).

Idiomatically: That person who is academically, professionally and culturally prepared to teach a specific subject in one of the educational stages, such as science, Arabic, mathematics ... etc (Al-Sayed, 2009: 106).

Procedurally: The person who teaches Arabic in primary schools according to the analytical and creative skills of successful intelligence.

Skill is the language: the skilled in every deed. (Ibn Manzur 2004: 142)

Idiomatically: the ability to do something well (Saadeh, 2001: 48).

Procedurally: The ability of the Arabic language teacher to teach according to the analytical and creative skills of successful intelligence with perfection and with the least effort and time possible.

Analytical skill idiomatically: a process that focuses on studying problems in terms of in-depth analogy and processes of reaching judgment and drawing conclusions (Al-Jasem, 2010: 179).

Procedurally: the mental preparations that the Arabic language teacher possesses and which he must have when teaching Arabic with all its sub-skills.

creative skill Idiomatically: a mental capacity to solve a problem with a new production, way of thinking, or performing the work of something that is an asset and characteristic of the individual rather than others (Al-Baghdadi, 2001: 12)

Procedurally: the ability of the Arabic language teacher to find new ideas, ways and methods in which the Arabic language curriculum is taught according to the creative skills of all its sub-skills.

Successful intelligence idiomatically: an integrated system of capabilities necessary for success in life, and a person who has successful intelligence distinguishes his strengths to benefit from them and distinguishes his weaknesses to correct and compensate for them (Grejenko and Sternberg, 2002, 266).

Procedurally successful intelligence: an integrated system through which the Arabic language teacher can teach his students according to analytical and creative skills, highlighting their strengths and weaknesses.

2 theoretical aspects: The professional performance of the teacher is a major focus in the educational process, and a very important means to reach the educational goals, and in order to ensure the achievement of the education goals, it was necessary to pay attention to the teachers preparation, evaluation and training, as he is the implementer of the education system, and this is also accompanied by attention to the evaluation aspect that aims to help the teacher to raise his level of performance for Implementing learning programs according to what was previously planned (Aziz, 2005, 116). Therefore, evaluating the teacher's performance is: The process that includes measuring the teacher's competence with the aim of identifying his strengths and weaknesses, or determining his attributes and behavioral trends during his practices of his work on the other hand (Falih and Abdul Majeed, 2005, 287).

The importance of performance evaluation:

1. It is considered an essential pillar in the educational and learning process.

2. It is no longer limited to measuring academic achievement and indoctrination of the eductational material.

3. The performance evaluation in our time has become one of the most important factors in revealing talents and distinguishing those with special preparations and tendencies.

4. Evaluation is an important pillar of planning, because it is closely related to following up on results and revealing defects (Al-Ta'ani, 2005, 175).

The main goals of evaluating teacher performance

1. Providing supervisors and teachers in a way that allows and encourages them to work together to develop and enhance educational applications.

2. Securing a method for providing constructive help for teachers with limited performance

3. Create a basic rule for making more sure judgments about issues of different levels of performance

4. Providing information in order to determine the extent of the application of skills and knowledge acquired through the development of the activities of the two worlds (Al-Thubaity, 1995, 55).

Second: successful intelligence

It is the ability of the individual to adapt to the environment and learn from experience, i.e. the ability of the individual to achieve his goals in life through his social and cultural context.

Its components: 1. Analytical intelligence.   2. Creative Intelligence.

Third : A- Analytical skill: that analysis is the ability to deconstruct the scientific material into its different parts and perceive the relationships between them. The analysis includes:
1. Analysis of compounds to their components.
2. Analysis of relationships.
3. Analyzing the organizational structure of a subject.
4. Identifying the similarities and differences between the elements (Al-Adwan and Ahmad, 2016 96-97).

B- Creative skill: It is the second component of the theory of successful intelligence and is defined as: the ability to bring about something new or work characterized by novelty associated with originality and benefit associated with excellence and it has three overlapping aspects:
1. The aspect related to mental ability or intelligence.
2. The aspect related to thought patterns.
3.The aspect associated with the personality.

As for the creative skill stages, they are:
1. The preparation stage.
2. The incubation stage.
3. splendour phase (inspiration).
4.The investigation stage (Abu Al-Shamat: 2007, 64-65).

Previous studies Attia's study (1994) (Evaluating the performance of Arabic language teachers in teaching composition, grammar, and dictation) The study was conducted at the University of Baghdad and was aimed at evaluating the performance of Arabic language teachers in teaching composition, grammar and dictation by determining the teaching competencies needed for the performance of the Arabic language teacher and determining their performance levels. The researcher used the closed and open questionnaire to achieve his goal, as for his selection of the sample was random, and his sample reached (20) teachers and schools. The researcher applied the tool himself by direct observation. The researcher used the weighted mean, standard deviation, percentage weight, and percentage in statistical means. As for the results he reached, they were: Teachers 'performance in teaching construction below the minimum level and in the field of speech was acceptable, but in teaching and applying rules it was weak and in teaching spelling was weak. The researcher recommended making use of the competencies mentioned in the questionnaire (Attia, 1994: 2).

 3 METHODOLOGY   The researcher followed the descriptive approach because it accurately describes the phenomenon to be described, and it is also concerned with determining the quantitative and qualitative data on the specific phenomenon, which is the evaluation of teachers' performance in light of the analytical and creative skills of successful intelligence (Awad and Mervat 2002: 138).

Research community and sample

The community consisted of Arabic language teachers in the primary schools of Babil Governorate Center and those affiliated with the governorate of education for the academic year (2019-2020), whose number was (549). The researcher chose the research sample of (96) teachers by the random drawing method.

Search procedures The researcher visited schools and the research sample, after preparing the research tool (observation form for skills, and after reviewing the previous studies, the basic skills were identified, namely (analytical and creative), from which (19) sub-skills were derived for measuring the performance of Arabic language teachers, and then presented to a group of experts in The field of different teaching methods, and the methods of teaching Arabic, educational and psychological sciences, and after taking their opinions, one sub-skill was deleted, One sub-skill was deleted, and it became (18) tools and then the sub-skills were described with (40) procedural descriptions and alternatives were developed for each skill, which are (excellent, very good, good, average, weak) and grades were given (5, 4, 3, 2, 1) For each of them and their validity and reliability were verified after the researcher applied them to the research sample for a period of (60) days, and then they were statistically treated to analyze the results of the study.

Statistical means.

1. Pearson correlation coefficient to calculate the stability of the research tool represented by the observation form

2. The chi square is used to find the validity of the test

3. Weighted mean equation for tripping the paragraphs of the observation form and knowing the strengths and weaknesses.

4. Percentage Weight The arrangement used all the paragraphs, the questionnaire, and their proportions.

4 THE RESULTS

1. The analytical skill ranked first, with a weighted mean (2 ,14) and a percentage weight (71,17).

2. The creativity skill ranked second, with a weighted average (2,9) and a percentage weight (69,56).

5 CONCLUSIONS

1. The study showed that the performance of Arabic language teachers in general was not at the required level.

2. The level of the Arabic language teachers in the skill of analysis was positive, and negative in the skill of creativity.

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