

The Awareness of Philosophical Issues Among Fifth-Grade Literary Students

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KEYWORDS

Awareness, Issues
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ABSTRACT

This study aimed to know the level of awareness of philosophical issues at the fifth-grade students in the preparatory and secondary schools in Salah al-Din. The second scheme 2023-2024. Researchers have randomly chosen the fifth grade students at Al-Baroudi High School and High School for Girls to be a sample. The researchers used two approaches: the descriptive approach and semi-demo curriculum. The descriptive approach was used to identify philosophical issues, identify female students, measurement procedures, and semi-pilot curriculum to test the study. To verify the objectives of the study, researchers have prepared a list of appropriate philosophical issues for sample personnel and intellectual levels. The awareness gauge for philosophical issues included a test (7) issues and security of each case there are three alternatives. After applying the scale on female students and statistical data processing, the results of the study showed that students enjoy a high level of awareness of philosophical issues. At the end of the study, researchers reached a range of results, conclusions, recommendations and proposals.

1. Introduction

First: The research problem

The current era is characterized by scientific development and tremendous cognitive progress in all areas of life, which requires the development of thinking skills and the development of individuals' abilities to prepare open minds capable of facing life's challenges, which requires us to develop the educational process system to keep pace with these changes. Philosophy is the contemplative thinking of the researcher looking for answers to many issues and problems, as the philosopher did not set limits to the topics he is interested in, but rather makes the entire universe with its issues and problems a subject for his contemplation, thinking and dialogue with himself and others; therefore, the interest of philosophy curricula in various philosophical issues is considered one of the most important goals that curricula should strive to achieve, and perhaps the most important of these issues are (the issue of ethics, the issue of freedom, the issue of identity, the issue of accepting the other).

Philosophy is concerned with the problems and issues of the age and is renewed with it, as it tries to elevate man to the best state, through the ideas, opinions, and analyses of philosophers and their research into issues, and trying to find comprehensive solutions for them. Philosophy alone can provide alternative and profound solutions to all the issues facing man, and philosophy has a major role in developing awareness of philosophical and social issues that require the individual's attention and occupy his mind. The importance of philosophy for society stems from the association of philosophy with the conditions of society and its developments and knowing the extent of its influence on the development of both the individual and society.

Philosophy in all its eras keeps pace with the problems and issues of the age and is renewed with them. It is a mirror that reflects the extent of the complexity and renewal of the problems of each era. Philosophers have always tried to elevate man to the best state through their critical analyses of existing problems and trying to find comprehensive solutions for them. Philosophy alone can open a deep dialogue about the issues of the future. The researchers found that there is something like ignorance of philosophical issues that have become obligatory for those responsible for educational curricula to include in the philosophy curriculum at the secondary level, because they raise problems and issues for students that link them to the content of real life, and thus philosophical issues can be

described as controversial issues that generate conflicting interpretations and different solutions and are linked to values, politics, ethics, and everything that goes on within society

Looking at prior experiences, there is an urgent need to develop the awareness of the secondary school student of contemporary philosophical issues, because his study of philosophy is not in vain or a luxury, but rather a necessary matter because it contributes to developing his awareness and arming him with the highest levels of thinking to confront the successive challenges surrounding him. The secondary school student is required to be able to understand his society and be able to solve its problems, and he is not qualified for that unless he has awareness of the most important contemporary philosophical issues that carry within them social, political, economic, and other issues.

Second: The importance of the research

The study of philosophy as a search for truth and a pattern of thinking is a field of knowledge that must be relied upon in rebuilding society and supporting its stability; as it works to satisfy the desires of its students for knowledge, contemplation and curiosity, by answering the questions that revolve in their minds about God, the world, identity, values, justifications for existence and others, and as the German philosopher Hegel (1770-1830) says: "If they gave me the truth in my right hand and the search for truth in my left, I would choose my left.

(Mohammed Khamis, 2015: 118)

There are basic principles that must be considered in teaching philosophy, including: viewing the teaching of philosophy as an activity carried out by the student, not as a teaching carried out by the teacher. In other words, providing students with educational opportunities that include experiences like those of professional philosophers, as well as encouraging students to form personal opinions that explain the events of daily life with sound logical evidence, and urging them to provide logical reasons in the event of presenting opinions and taking different positions. (Mohamed Zidan, 2019: 6)

Philosophy bequeaths to its children or lovers' depth of knowledge, sound judgment, and the cultivation of the ability to make accurate criticism, sound judgment, and a correct understanding of life's affairs (Mohamed Zidan, 2019: 3)

Recent years have witnessed a remarkable development in all areas of life. We live in an era of successive civilizational and cultural conflicts, and we are searching for a suitable position on the map of global thought considering what is called the new world order. Therefore, the need has become urgent and necessary for our children to have a clear intellectual vision that clarifies and defines their direct relationship with various issues and problems. Philosophy as a subject of study is not isolated from the world and what is happening in it. It is a direct image and creative reflection of what is going on, as it tries to take the hands of students until they become aware of the issues revolving around them.

The researchers found that developing awareness of contemporary philosophical issues and problems is one of the most important goals of teaching philosophy to secondary school students. It seeks to develop a sense of globality and openness to the world, to identify the problems and issues within it, and to provide students with the ability to coexist and interact with local and global events and variables and to develop solutions to contemporary philosophical issues. Therefore, it is necessary to pay attention to introducing new study topics within the content of the philosophy subject to link

students to the problems and issues of real life so that they have awareness of those issues.

The necessity of teaching contemporary issues to secondary school students is related to local and global events witnessed in the current era, and raises many questions among students that must be answered, so that they are aware of these issues. (Kruger, 2012: 28)

The researchers found that studying philosophy contributes greatly to this field, and teaching philosophy at the secondary level has a large and important role in developing awareness among students, because one of the most important goals of studying philosophy is to enlighten students about the problems that surround them and to try to understand these problems and find appropriate solutions for them, and not to take a negative and indifferent stance towards them.

The researchers here point out the most important research and studies that focused on developing awareness of philosophical issues. Perhaps the most important of these are: the study of (Zainab Badr, 2001) and (Fathy Rashed, 2001); (Mohamed Zidan, 2006) and (Hani Girgis, 2007) and (Hind Khashab, 2008) and (Mohamed Zidan, 2010) and (Sherine Magdy, 2011).

Third: Research community

It refers to all individuals who have certain observable characteristics, and the only criterion for society is the existence of a common characteristic among individuals. The observable characteristics of society are called (society features). (Abu Huwajj, 2002: 4)

The current research community includes secondary and preparatory schools for girls affiliated with the Salah al-Din Education Directorate, Tikrit Education Department, Salah al-Din Governorate, for the academic year (2023-2024).

Fourth: Research sample

Studying the original research community requires time, strenuous effort, and high material costs. It is sufficient for the researcher to choose a sample that represents the research community, achieves the research objectives, and helps accomplish his mission. (Malham, 2000: 125)

A sample is a small group from a community with common characteristics, the purpose of which is to generalize the research results drawn from it to a larger community .

Fifth: Research limits:

(Kandaliji and Iman, 2009: 255)

The current research is limited to fifth-grade literary female students in morning government secondary schools in Tikrit city center for the academic year (2023- 2024).

Sixth: Defining the research terms

Awareness of philosophical issues. Which is defined by:

(The Concise Dictionary, 2016\2017)

Awareness of philosophical issues: The word “awareness” in the Arabic language refers to “preservation,” “understanding,” and soundness of perception,

i.e. preserving something, understanding it, comprehending it, and then acting upon it. It is said: “He

became aware of it and made it conscious,” meaning he gained the ability to understand and perceive. (The Concise Dictionary, 2016-2017: 220)

(Ahmed Hussein Al-Laqani, 1996)

Awareness is “an emotional and sentimental charge that is present in many aspects of an individual’s behavior. Awareness is formed through the stages of educational work in the various stages of education. The more mature and stable awareness is, the more likely it is to support and direct rational behavior in the desired direction.” Philosophical issues are: “An incident or situation about which there are different points of view, and it is presented to students, supported by logical evidence for and against the event or situation, to study it, examine the evidence presented, express an opinion about the different points of view, and make a decision about it, and it contributes to developing their critical thinking skills ”.

(Abdul Rahman Ramadan, 2007) (Ahmed Hussein Al-Laqani, 1996)

It is a state of emotional and psychological alertness that is linked to knowledge and understanding, which enables the individual to deal with philosophical issues and problems in a positive way, as he provides logical solutions and alternatives that reflect his sound awareness of those issues and problems.

(Gillet & McMillan, 2001)

(Abdul Rahman Ramadan, 2006: 27)

It is a state of readiness consisting of several combined mental actions through which we perceive this or that subject in the environment or in ourselves.

(Gillet & McMillan, 2001: 247)

(Cowan, 2004)

It is the way people perceive the normal and ordinary ways of doing things, their usual patterns of speech and behavior, and their intuitive and logical understanding of the world (Cowan, 2004: 931)

And both researchers operationally define awareness of philosophical issues as the degree obtained by the female students in the research sample when answering the paragraphs of the test of awareness of philosophical issues that the researchers prepared for this purpose.

Theoretical framework and previous studies

First: The theoretical framework:

Awareness of philosophical issues

1- The concept of awareness

The term consciousness has a long history in human understanding of the self and the world. The term consciousness is used in many ways to describe a person or other being as being alert and conscious, to describe a person or other being as being aware of something, and to refer to a property of mental states such as perception, sensation, and thinking that characterizes these states of mind other than conscious.

(Banks, William P., ed: 2009)

The concept of awareness in the Arabic language is derived from the verb “to be aware.” The dictionary “Muheet Al-Muheet” states that “to be aware of something or talk means to preserve, contemplate, accept, collect, and contain it. To be aware of something or talk means to preserve and collect it. The young man is aware of something, reaching the point of comprehension. So, awareness linguistically means to encompass something, preserve it, comprehend it, deal with it, or contemplate it. It is the state of perceiving and understanding something.”

(Mustafa Hijazi: 2005)

Consciousness is defined in the Concise Dictionary as memorization, appreciation, understanding and soundness of perception. There are verses in the Holy Quran that indicate this meaning. God Almighty says, “So that we may make it a reminder for you and a hearing ear may retain it” (Surat Al-Haqqah: 12). God Almighty says, “You call upon whoever turns away and turns away and gathers and retains” (Surat Al-Ma’arij: 18). God Almighty says, “Rather, those who disbelieve deny, and God knows best what they retain” (Surat Al-Inshiqaq: 23). In the noble Prophetic hadith, there is an indication of the same meaning: “May God bless the one who hears my statement and retains it, for perhaps a conveyor is more aware than the listener.” As for the English language, the word “consciousness” goes back to the Latin word *Conscientia*, which literally means shared knowledge. Consciousness is a multifaceted phenomenon, and many terms are used to describe its different aspects, such as Consciousness, conscious, aware of, experience, etc., have different meanings in different contexts and for different people, and therefore generalizations about their meanings necessarily become limited in value.

(Darity, William A. (ed.): 2008)

The words awareness and consciousness are often used interchangeably but are best understood as a special form of the former. In fact, the word “aware” is derived from the Anglo-Saxon root “gewaer”, meaning to be informed or to know. The original meaning of awareness relates to the acquisition of experience and to experience itself, while the etymological root of consciousness refers to a more specific meaning. It is composed of the Latin words “cum” and “sciere”, which can be translated as “to know about”, and which refers to some of the reflective properties of consciousness in relation to experiences. (Vaneechoutte, Mario, *Experience, Awareness and Consciousness*: 2000)

Awareness refers to the processing that occurs because of the interaction of the nervous system of animals with their environment. It is manifested in the animal's basic ability to respond to environmental stimuli. This term is related to terms such as sensitivity, perception, feeling, and knowledge. Consciousness refers to the ability to perceive oneself as a subject related to the past, present, and future, including the reflection of oneself as a being aware of one's surroundings. It is related to terms such as experience, subjectivity, and conscious thinking.

Therefore, awareness does not necessarily accompany consciousness. Therefore, an animal can be aware but not conscious, while a human being is aware and conscious at the same time. Some may argue that a two-year-old child is aware, but not conscious; however, he is conscious, but not fully conscious, but has a limited form of consciousness that suits his stage of human development, because he is able to link past and future events that affect his life. (Arp, Robert, *Consciousness and Awareness*: 2007)

Therefore, "Consciousness can be divided into access and phenomenal. The process of consciousness deals with the operation of information in our minds for verbal or logical purposes or for behavioral control. When we look, contemplate, or remember something, all of this is working within the framework of the process of consciousness. Consciousness as a phenomenon deals with experience itself, including sensations, colors or colored shapes, and feelings. (Tsvetkov, Artem, Consciousness: 2008)

Marx believes that man is superior to animals and is distinguished from them by consciousness. This consciousness begins as soon as man begins to produce the means of living, those means that are initially determined by the conditions of nature and its capabilities. Accordingly, when people produce these means, they begin to produce their material and mental life . (Abdul Basit Abdul Moati: 1981)

Scott sees consciousness as "the apprehension or attention to perceived or experienced phenomena. A person's awareness is related to the world through the mediation of the senses as how orientations and courses of action are constructed. Thus, the exercise of attention, reflection, and judgment allows a degree of conscious control over inherited instincts through the practical evaluation of means and the postponement of gratification. It is the capacity for consciousness that allows humans to gradually come to terms with and adapt to external reality as a means to achieving their goals." (Scott, John: 2001)

Gillet & McMillan define it as: "A state of readiness consisting of several combined mental acts by which the subject perceives this or that in the environment or in himself. (Gillet, Grant R.: 2001)

Cowan defines it as: "the way people perceive the normal and ordinary ways of doing things, their usual patterns of speech and behavior, and their intuitive or logical understanding of the world." (Cowan, Dave, Legal Consciousness: 2004)

According to Marx, it is not the consciousness of human beings that determines their existence, but on the contrary, their consciousness determines their social existence. Consciousness is the result of the interaction between ourselves and our surrounding material world, and therefore it is a historical product. Humanity, as Marx says, is constituted by the material world, and only through our engagement with it can we exercise our power or authority and its reality be confirmed . (Abdul Basit Abdul Moati: 1983)

Awareness of philosophical issues

Schlitz et al. argue that "a worldview is a set of beliefs, assumptions, attitudes, values, and ideas that form a comprehensive model of reality. It also includes formulations and interpretations of the past, present, and future. People's worldviews thus influence every aspect of how they understand and interact with the world around them. They profoundly influence individual and collective goals and desires, shape conscious and unconscious perceptions, motivations, and values, and shape human behavior in individual and social relationships and interactions at every moment of the day." (Schlitz, Marilyn Mandala: 2010)

And both researchers see consciousness as a clear level of awareness that an individual has of being part of a larger whole. It includes the level at which an individual is aware of how he or she is affected by others, as well as how his or her actions can affect others. It also includes an understanding that there are many factors shaping experience that lie below the threshold of

consciousness.

Previous studies:

Awareness of philosophical issues

Among the studies that dealt with strategic learning:

Suleiman's study (2014):

Which aimed to measure the effectiveness of a proposed program in philosophy based on similarities in developing awareness of contemporary issues among secondary school students, and the study found statistically significant differences in the post-application in favor of the experimental group.

Ali Al-Din's study (2014):

Which targeted the effectiveness of the Cort program in developing awareness of philosophical issues among secondary school students, and the results showed the effectiveness of the program in developing them.

Bakr's study (2017):

Which aimed to use the anecdotes approach in teaching philosophy to develop awareness of philosophical issues on a sample of (85) students, and the results showed the effectiveness of the anecdotes approach in developing philosophical issues.

Al-Sheniti's study (2019):

Which aimed to identify the effectiveness of a program based on the life situations approach to teaching philosophy in developing awareness of some contemporary philosophical issues among a sample of (42) male and female students, and the results showed the effectiveness of the proposed program in developing awareness of philosophical issues.

Samira Arian's study (2011):

which aimed to measure the effectiveness of a unit of the philosophy curriculum based on the theory of multiple intelligences in developing the skills of generating ideas and increasing the tendency of first-year secondary school students towards caring about some controversial issues (environmental pollution - contributing to environmental development - illiteracy - behavioral deviation - and the issue of rejecting reality and trying to change it). The study reached the development of the skills of generating ideas and the tendency towards caring about some controversial issues among first-year secondary school students using the theory of multiple intelligences.

2. Research methodology and procedures

To achieve the objectives of the current research, the researchers had to identify the research community, choose a representative sample for that community, and adopt a tool that is characterized by honesty, stability, and objectivity, and then apply it to the main research sample in order to analyze the data and process it statistically to come up with recommendations and proposals. In this chapter, the researchers will review these procedures as follows:

The researchers used the descriptive analytical method in the current study, which is one of the most widely used and widespread methods, because in studying any phenomenon, the researcher must

have descriptions and the value of the phenomenon he is trying to study, and he seeks to determine the status of the phenomenon and then describe it accurately. This method is the cornerstone of educational and psychological research. (Malham, 2000: 224)

Study Test

To measure awareness of philosophical issues among fifth-grade literary female students, the researchers constructed a test of awareness of philosophical issues consisting of (7) issues. The characteristics of this test are that it is clear and understandable, has a high degree of validity and reliability, and is consistent with the research sample.

Steps to build a study test

Defining the concept

Both Cronbach and Glasser point out the necessity for the researcher to begin by defining the constructive concepts and the theoretical framework that he relies on and on which the test construction procedures are based or launched. The researchers defined the concept of awareness of philosophical issues after reviewing the literature and previous studies through the theoretical framework and definitions presented in the field of defining terms in the first chapter, where the researcher's defined awareness of philosophical issues as (the student's understanding and perception in a correct manner of the set of philosophical issues that were used, which leads to his awareness of these issues).

Philosophical Issues Awareness Test

First: Description

Test Description:

The researchers constructed a test of awareness of philosophical issues to identify the level of awareness among fifth-grade literary female students in preparatory schools in the city of Tikrit, the center of Salah al-Din city. The test in its final form consisted of (7) issues.

Steps to build the test

First: The researchers reviewed scales and tests that addressed the issue of awareness of philosophical issues.

Test validity

Validity: is the ability of the test to measure what it was designed measure. (Brunner, 1971)

The researchers relied on apparent validity in constructing the test, as the test was presented in its initial form to a test group of experts and specialists in the field of psychology, measurement, evaluation, and teaching methods. The experts modified some of the paragraphs, and the approval rate was 80%, which is a good reliability rate. The test in its final form became composed of (7) issues.

Test reliability

Reliability means consistency in results. A test is considered reliable if we obtain the same results if it is re-applied to the same sample individuals under similar conditions. Reliability also refers to the

accuracy of individuals' performance and the stability of results over time.

(Al-Zobai et al. 1981:3)

The researchers extracted the stability using the test-retest method. The stability coefficient in this way indicates stability. It shows the amount of consistency in performance on a specific test over a specific period. The duration of the test application should not be less than a few days and not more than two or three weeks (Faraj, 349:1980). The correlation coefficient between two applications was calculated using the "Pearson correlation coefficient". The stability coefficient was calculated using the test-retest t-test method for the current test. The test was applied in its final form to a survey sample of 62 female students who were randomly selected from the research community. Then the test was reapplied to the same sample after two weeks. Using the "Pearson correlation coefficient", it became clear that the stability coefficient for the test reached (0.70). This result indicates good stability for the test.

Final application

After completing the procedures for constructing the research tool and extracting its psychometric properties in terms of validity and reliability, and given that all the test issues consist of (7) issues, the test became ready for application.

Statistical methods

Arithmetic mean.

T-test.

Standard deviation.

3. Results and discussion Recommendations & Suggestions

Results and discussion

1- Identifying awareness of philosophical issues among middle school students:

The researchers extracted the scores of the research sample members on the test of awareness of philosophical issues, which amounted to (30) with a standard deviation of (1.30) degrees and an arithmetic mean of (9.60). After that, we tested the significance of the differences using the t-test for an independent sample, which showed that it was significant in favor of the true level at a significance level of (0.05) and with a degree of freedom of (28), as in the table below :

Table (9) Arithmetic mean, standard deviation, calculated and tabulated values of the variable of awareness of philosophical issues for the results of the t-test

Sample number	Arithmetic mean	Standard deviation	Degree of freedom	Calculated T-value	Table T-value	Statistical significance at 0.05 level
30	9.60	1.30	28	0.65	2.00	Not statistically significant

Discussion and interpretation of results:

There are statistically significant differences at a significance level of (0.05) between the average scores of female students on the test of awareness of contemporary philosophical issues as a whole

and its sub-issues separately. The researchers attribute this result to the fact that using awareness of philosophical issues in life situations as a teaching approach links the curriculum to the daily lives of students, which makes the student able to understand phenomena in the world around him and interpret them from a political, social, historical, and other perspective.

This result is consistent with the results of Rael, 2005), (Bern, 2002), (Abdul Rahman Ramadan: 2006), (2013, Macdonald), who confirmed in his results that real life situations helped develop awareness of many contemporary philosophical issues represented in (the issue of freedom - methodological doubt - justice - globalization - terrorism), and can be interpreted as follows:

It helped increase their ability to find solutions to the philosophical problems and issues presented for study, and helped increase their ability to learn abstract knowledge and information related to contemporary philosophical issues, and thus develop students' awareness of these issues.

And that dealing with awareness of philosophical issues in different forms worked to break the stagnation that students were accustomed to in the traditional way, in addition to the role of the school guiding and directing them in enabling students to obtain information and a deeper understanding than the traditional way.

Recommendations

After reviewing the results of this study, the researcher recommends the following:

- 1- Emphasizing the importance of the educational system and its role in enhancing the provisions related to philosophical awareness, which must be based on the behavior of the individual.
- 2- Reviewing the teaching methods used in our schools on a regular basis
- 3- Continuously updating the methods in line with the developments occurring at the present time.

Suggestions

Based on the results of the current research, the researcher proposes the following: 1- Conducting a similar study that addresses awareness of philosophical issues among (people with special needs).

- 2- Developing the content of the philosophy curriculum in the secondary stage to develop awareness of philosophical issues.

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