



RESEARCH ARTICLE

The Level of Inclusion of 21st Century Skills in the Content of the my Beautiful Language Curriculum in the Fifth Grade of Primary School

Mahmoud Hela Abdel Baset Abdel Qader*

Department of Teaching and Learning, College of Education, King Khalid University

ARTICLE INFO	ABSTRACT
Received: Sep 20, 2024 Accepted: Nov 27, 2024	The current research aimed to identify the level of inclusion of 21st century skills in the content of the My Beautiful Language curriculum in the fifth grade of primary school; To achieve this goal, the researcher used the descriptive approach using the content analysis method, and prepared the study materials and tools, which were: a list of 21st century skills necessary for the content of the Arabic language curriculum in the fifth grade of primary school, a content analysis card, then verifying the validity and reliability of these tools, and the study sample represented the content of the My Language curriculum in the fifth grade of primary school, the second semester, 2022/2023 edition, and the study tool was applied, then statistical analysis and interpretation of the results and presentation of recommendations and suggestions, and the results showed: that learning and innovation skills came at a rate of (28.94%) and repetitions (193); thus, it is in third place, and that information technology, media and communication skills came at a rate of (35.22%) and repetitions (235); thus, it is in second place, and that career and life skills came at a rate of (35.83%) and repetitions (239); It is thus in first place, and the repetitions of the total skills (667). The research presented some recommendations, the most important of which are: including Arabic language curricula at different educational stages of the twenty-first century skills sufficiently.
Keywords Arabic Language Twenty-First Century Skills My Language Curriculum Fifth Grade	
*Corresponding Author:	

INTRODUCTION

The current era is characterized by a knowledge explosion, the growth of information, rapid developments in knowledge and information, and the increasing development in teaching and learning methods and communication technology. This development has been reflected in the educational process, as knowledge is no longer fixed, but rather developing and renewable. Therefore, it has become necessary to develop the educational system with all its elements. As a result of the developments and changes witnessed by the twenty-first century in all fields, it has become necessary for the learner living in this century to have a creative mind and critical thinking. This requires the teacher to have a high degree of awareness and professional competence so that he can develop his knowledge and teaching skills (Al-Sulaiti, 2015).

The skills of the twenty-first century are an important and necessary requirement in the curricula at various educational levels, as they include diverse, comprehensive and useful skills for the learner, as they are related to the era in which we live. Therefore, people need them in their lives and their life interactions with each other. Those who do not possess these skills may not be able to adapt to society or achieve success in many areas.

Shalaby (2014) states that the twenty-first century has brought changes that carry new challenges and horizons; which requires preparing a generation capable of facing them and dealing with them as active, productive, and even creative individuals within a cooperative framework based on effective communication in a world led by technological development.

This will only come about by providing individuals with skills that enable them to do this; therefore, it has become necessary for countries to develop national education projects; with the aim of reconsidering the future skills that individuals need, to prepare them for life and work in the twenty-first century; as twenty-first century skills are necessary to ensure students' readiness to learn and innovate, and to optimally use information and technical media. The call for these skills began through the Partnership for 21st Century Skills (P21), which was established by the US Department of Education, and a group of educational institutions such as Microsoft, and the National Education Association. This partnership has become one of the most important leaders in developing and teaching twenty-first century skills (Al-Baz, 2013, 196).

21st century skills are a necessity to prepare the individual for life and work in the jobs of the present and future era, in a manner that is consistent with the requirements of modern life, which is no longer compatible with traditional teaching practices that rely on indoctrination and memorization, but rather calls for new practices that require the teacher to play multiple roles to develop basic skills: such as critical thinking and problem solving, communication and teamwork skills, creativity and innovation skills, and media and digital literacy skills; through teaching curricula, practicing classroom and extracurricular activities, and employing blended learning; to ensure the quality of educational outcomes (Al-Ruwais, 2020).

Curricula are one of the basic pillars that help prepare future builders to develop thinking; as the largest amount of information, knowledge and skills that an individual acquires during his basic education stages depends on curricula; and despite the necessity for curricula to maintain their values and authenticity, they must keep pace with cognitive and technological development; curricula are a mirror of peoples, reflecting their current reality, and revealing the extent to which they keep pace with the course of events (Abu Kamil, 2021).

The process of analyzing curricula and evaluating the content of books is important in the field of curricula and teaching methods; as the textbook is the container for the content of the curriculum, an important tool for its implementation, and a source for individual and collective learning (Al-Farra, 2010, 2).

Integrating 21st century skills into educational curricula is important; as it will help teachers achieve educational goals; 21st century skills enable learners to learn and achieve in academic subjects at higher levels, and they also provide an organized framework that ensures learners' engagement and integration in the learning process, and they also work to help learners build confidence, prepare them for creativity and leadership in the 21st century, and participate effectively in practical life (Ken, 2010; Rizk, 2015; Al-Harbi, 2019; Ali, 2021).

Many studies (Al-Kaltham, 2013; Subhi, 2016; Al-Khuzaim and Al-Ghamdi, 2016; Younis, 2016) have confirmed that current curricula are no longer sufficient to prepare students for life and work in a changing, and even rapidly changing, world; because there are challenges facing learners; which requires that today's learning be different from yesterday's learning, and it is important to provide students with an abundant and sufficient amount of skills to meet the challenges of the twenty-first century; as education in this century includes - in addition to the main topics - contemporary ideas and skills: such as global awareness, health, economic and environmental culture, technological competence and digital age skills, the ability to solve problems, critical and creative thinking, and possessing the components of an integrated personality and other skills (Al-Harbi, 2019).

Those responsible for designing and developing curricula should include 21st century skills, including (learning and innovation skills), so that learners become able to confront life problems, make appropriate decisions, and practice critical and creative thinking skills; as the intentional and organized integration of these skills in educational curricula will help educators achieve many goals that they have not been able to achieve for many years (Al-Eid, 2019).

The Arabic language curriculum, like other curricula, must include 21st century skills with all their elements: starting with the objectives, content, activities, teaching methods, educational tools, and assessment methods, and that they be developed among students at all educational levels; because of their great benefits for the learner and society.

There is a deep gap between the skills that students learn in school and those they need in life and work in the knowledge-based society, and that current curricula are no longer sufficient to prepare

students for life and work in today's changing world, which is led by technological development (Bybee, 2010).

Opinions have called for education to provide learners with the skills necessary to succeed in their societies and work in the twenty-first century. Therefore, many institutions concerned with education have sought to formulate frameworks to identify and define twenty-first century skills, and to propose how to integrate them within the educational system in general, and the basic academic fields in particular (Shalaby, 2014. 2). Focusing in the educational process on the functions of one side of the brain (the left side) alone is not enough. Rather, skills and abilities that were not taken into account should be employed: as basic skills in qualifying for work, such as: creativity, innovation, and the ability to link elements and events to form something new, which are skills specific to the right side of the brain (Pink, 2005).

Research problem:

The researcher noticed through his experiences and multiple visits to schools the weakness of students in twenty-first century skills, as well as through interviews with some teachers and asking them about the level of students in twenty-first century skills, and their responses confirmed the weakness of the students' level in those skills, and one of the reasons for this weakness may be the lack of saturation of the curriculum content of students with these skills; Given the importance of learning and innovation skills - as one of the areas of twenty-first century skills - and the importance of including them in curricula in general and Arabic language curricula in particular, and the confirmation of studies on this, including the study of each of: (Al-Yami, 2022; Al-Ruwais, 2021; Al-Shahri, 2021; Al-Jahni, 2019; Al-Bahrawi, 2015; Al-Baz, 2013), as many studies confirmed, including: (Al-Kalthum, 2013; Subhi, 2016; Al-Khazim and Al-Ghamdi, 2016; Younis, 2016) that the current curricula are no longer sufficient to prepare students for life in this era; Therefore, the current research sought to reveal the level of learning and innovation skills in the content of the Arabic language curriculum in the fifth grade of primary school.

Defining the research problem:

The problem of the current study was determined to reveal the level of inclusion of 21st century skills in the content of the Arabic language curriculum in the fifth grade of primary school.

Research objectives:

The current study aimed to determine:

- 21st century skills in the content of the Arabic language curriculum in the fifth grade of primary school.
- The level of 21st century skills in the content of the Arabic language curriculum in the fifth grade of primary school.

Research questions:

The current study attempted to answer the following questions:

- What are the 21st century skills needed in the content of the Arabic language curriculum in the fifth grade of primary school?
- What is the level of 21st century skills in the content of the Arabic language curriculum in the fifth grade of primary school?

Importance of the research:

The importance of the current study stems from the following:

- It helps researchers conduct similar research to reveal the level of 21st century skills in curricula.
- Preparing a list of 21st century skills needed in the content of the Arabic language curriculum in the fifth grade of primary school; it can be used in evaluating the curriculum.
- It helps curriculum planners in including 21st century skills in Arabic language curricula.
- It helps teachers in including 21st century skills in their teaching practices.

Research Limits:

The current study was limited to:

- Twenty-first century skills (learning and innovation, information and communication technology (digital culture), profession and life).
- Arabic language book for the fifth grade of primary school for the academic year 2022/2023 AD.
- Applying this study in the academic year 2022/2023 AD

RESEARCH METHODOLOGY:

The current research used the descriptive method using the content analysis method; This is due to its suitability to the nature of the study and achieving its objectives.

Research community and sample:

The study community was represented by the Arabic language book for the fifth grade of primary school for the academic year 2022/2023, while the study sample consisted of the Arabic language book for the fifth grade of primary school, second semester, 2022/2023 edition.

Research Terms:**1. Twenty-first century skills:**

The researcher defines it procedurally as: A set of skills that must be included in the book My Eternal Language for the fifth grade of primary school; To provide it to students in this grade, including: (learning and innovation skills, information technology, media and communication skills (digital culture), professional and life skills).

2. Content of the my beautiful language curriculum:

The researcher defines it procedurally as: knowledge, concepts, ideas, skills, attitudes and scientific material included in the Arabic language book for the fifth grade of primary school.

THEORETICAL LITERATURE:

21st century skills have been classified in many ways, the most important of which is the Partnership for 21st Century Skills P21 classification; where it divided them into three main areas, each of which includes sub-skills, and these areas are: (learning and innovation skills, information and communication technology skills, life and work skills; NSTA, 2013; P 21, 2006; Trilling and Fadel, 2013; Al-Saleh, 2013; Shalaby, 2014; Al-Helou, 2016; Al-Khazim and Al-Balawi, 2020; Al-Ruwais, 2020; Al-Sardiya, 2020; Al-Azab, 2020; Al-Ruwaished, 2021; Al-Otaibi, 2020; Ali, 2021). The following can shed light on the area of learning and creativity skills, which is the subject of the current study.

First: Learning and innovation skills:

These are the skills that distinguish learners who are preparing for life and work in the twenty-first century. These skills are also responsible for developing their ability to succeed professionally and personally. These skills focus on creativity, critical thinking, and communication, as they are essential for preparing learners. They include critical thinking and problem-solving skills, communication and participation skills, and innovation and creativity skills. This can be explained in some detail as follows (Trilling and Fadel, 2013; Al-Ruwais, 2020; Al-Otaibi, 2020; Al-Azab, 2020; Ali, 2021; Astleitner, 2002; Ibrahim, 2005; Al-Sharqi, 2005; Al-Rabat, 2018).

1- Critical thinking and problem-solving skills

It means the individual's ability to carefully examine the situations he is exposed to, distinguish between them, interpret them, evaluate them, and draw conclusions, committed to objectivity and neutrality, and distinguish between hypotheses and generalizations, between facts and claims, and between revised and unrevised information. It is also a set of processes and strategies that the learner uses to issue judgments, make a decision, and give explanations for what he sees in different situations. It has specific skills, and it represents one of the higher thinking skills that are concerned with evaluating arguments, and the individual's ability to self-organize; to perform the skills of evaluation, analysis, and inference.

2- Communication and participation skills

These skills are related to communication, participation, and cooperation to develop the spirit of teamwork and leadership, practice roles and responsibilities, and develop dialogue skills and accept the opinions of others; The field of education represents a fertile field for developing these skills. These skills can be developed through activities based on cooperation and direct communication between students, peer learning, cooperative learning, group work, projects, joint scientific research, as well as seminars, role-playing, and debate; Which contributes to discovering talents among students, and developing them with the effective practice of these educational activities and tasks. The teacher must train his students to express ideas, and use oral and written skills, as well as preparing individuals; to be able to: work effectively and respectfully with diverse teams, and exercise flexibility; to reach necessary compromises; to achieve a common goal, and take responsibility in collaborative work, and give value to the individual contributions of each team member, and express their ideas effectively using oral and written communication skills in various contexts, and use communication; to achieve various goals, such as persuasion and motivation, and use multiple media and technologies, and issue judgment on their effectiveness. Communication and participation skills help overcome cultural, social and environmental barriers, and these skills can be learned directly (face-to-face), or virtually through technology.

3-Innovation and creativity skills

It means using knowledge and understanding; To create new areas of thinking, reach new solutions to problems in creative ways, produce and create services and present inventions. Creativity and innovation include the following sub-skills: Creative thinking: This means the learner's ability to add, revise, analyze and evaluate ideas. Innovative work with others: This means the learner's ability to develop his ideas and communicate with others to share ideas and come up with something new. Implementing innovations: This means the learner's ability to present new products and make an effective and applicable contribution to the field. It also includes preparing individuals to be able to: think creatively; Using a wide range of idea generation techniques, such as brainstorming, generating valuable ideas, refining, analyzing and evaluating one's own ideas for improvement, learning creatively with others, developing new ideas and explaining them to others, being open and responsive to new and diverse points of view, viewing failure as an opportunity to learn, demonstrating creativity and originality in their work, transforming innovative ideas into tangible contributions, and implementing innovations, these skills can be developed through activities based on creativity, innovation and creative thinking. The teacher should encourage his students to raise questions, be open to new ideas, produce ideas that are characterized by novelty, diversity and value, expand and develop ideas, reformulate the text in their own style, work with others in a creative manner, respond to new and diverse points of view, and view failure as a new opportunity for learning.

Second: Information, media and communication technology skills (digital culture):

This means the individual's ability to create, evaluate and employ information, media and technology effectively, while ensuring the application of ethical and legal requirements; as individuals in the twenty-first century live in an environment characterized by technology, and the role played by media outlets is increasing, which are characterized by different characteristics than before, including: the abundance of information, and rapid changes in technology tools; therefore, this area of skills is necessary for dealing in contemporary society. This type of skills focuses on how to enable students to distinguish facts, publishing outlets, and the technology behind them, as well as focusing on the use of technology, media, and communication; As they are necessary for preparing learners, they include information literacy skills, media literacy skills (media literacy), and information and communication technology literacy skills (ICT literacy), and this can be explained in some detail as follows (Trilling and Fadel, 2013; Al-Ruwais, 2020; Al-Otaibi, 2020; Al-Azab, 2020; Ali, 2021):

1- Information literacy skills.

It means the mechanism for dealing with and adapting to the huge amount of information in its various forms and sources in the era of the knowledge explosion, and includes some sub-skills, including: accessing information effectively, evaluating it critically, accurate use, and managing information. It is the culture that specializes in accessing information efficiently and effectively, using

it, evaluating it, and managing it accurately. These skills are important to help individuals understand information and find the truth in an era surrounded by information.

2- Media literacy skills (media literacy).

It means developing the skills of receiving, analyzing, and criticizing media messages; to reach accurate information, and a deep understanding of the meaning. It is the culture that pertains to the media message, understanding it, constructing it, and the ethical and legal issues to which it is committed. It includes some sub-skills, including: analyzing the media message; To know its purpose, understand how media messages are constructed, examine how individuals interpret messages differently, how values and viewpoints are included in these messages, how the media influences individuals' beliefs and behavior, and apply the real and essential mouth of the ethical and legal issues related to accessing and using media messages. Another skill is: creating media products and programs; to understand and use the most appropriate tools for media production, and to use the most appropriate expressions in diverse and multicultural environments.

3- ICT culture skills (ICT culture).

It means using ICT, which is the effective application of technology as a search tool; to access information: such as using search engines, browsing tools, and taking advantage of digital technology such as computers, viewing devices, and smartphones. Some sub-skills include: the ability to apply technology effectively, organize and evaluate information, and effectively employ communication tools and social networks; to access and disseminate information. It also means the ability to communicate clearly and effectively; Meaning that the individual is able to express his ideas effectively using oral and written communication skills, verbal and non-verbal, in different forms and contexts, as well as listening effectively to reach the ambiguous meaning, and using communication for a range of purposes including: for guidance, information, motivation, and encouragement. As well as communicating effectively in diverse and multilingual environments. And benefiting from multimedia and technology, and knowing how to judge their effectiveness at the beginning, and evaluating their impact at the end. These skills can be developed through practicing some classroom and extracurricular activities that enhance and support the provision of media and digital culture, as well as some teaching strategies based on blended learning, and employing information, communication and media technologies in accessing knowledge and its applications.

Third: Career and life skills:

This type of skills focuses on skills related to life, career and work; as they are necessary to prepare learners, and it also specializes in life skills that represent the intangible elements in individuals' daily lives, and are represented in personal and professional qualities as well. It means developing the individual's skills; so that he becomes self-directed, an independent learner, able to adapt to change, manage projects, bear responsibility, lead others, and achieve results. It includes the skill of flexibility and adaptation, the skill of initiative and self-direction, the skill of social interaction and multicultural interaction (social skills and understanding of multiple cultures), the skill of productivity and accountability, the skill of leadership and responsibility, and this can be explained in some detail as follows (Beer, 2011; Trilling and Fadel, 2013; Shalaby, 2014; Al-Ruwais, 2020; Al-Otaibi, 2020; Al-Azab, 2020; Ali, 2021):

1- Flexibility and adaptability skill

It means the individual's ability to adapt effectively to changes in responsibilities and systems, and to prioritize and update them in work environments, as well as his ability to be flexible, deal positively with cases of achievement and failure, deal with criticism from others, negotiate and balance between wrong points of view and beliefs; to reach logical solutions. As well as adapting to roles, working effectively in different environments, benefiting from feedback, interacting through dialogue, discussion and balancing between different opinions and solutions. It also means preparing individuals to be able to: deal with praise, obstacles and criticism positively, understand different points of view and beliefs, negotiate and evaluate them to reach practical solutions, including: Adapting to change; where the individual is able to adapt to laws, jobs and responsibilities, and to work effectively in a climate characterized by ambiguity and changing priorities, and flexibility; where the individual is able to deal positively with success, failure and criticism, as well as understanding, negotiating and balancing between different points of view and beliefs; to reach

scientific solutions. The individual must have the ability to adapt to new roles and responsibilities, and to work effectively in an atmosphere of ambiguity and changing priorities. These skills can be developed by working on projects that gradually increase in complexity, and challenge the different abilities of individuals, and the individual differences between them; in order to change their way of working and adapt to developments.

2- Initiative and self-direction skills

It means the extent to which the individual is able to manage time, formulate goals in light of achievable standards and indicators, as well as the ability to work independently, accomplish tasks, set priorities, self-learning, monitoring, control, direction and self-evaluation. It is the ability to set measurable goals, choose priorities, take initiatives in developing work, and the ability to develop work in a critical manner. It also means the ability to set logical goals, and follow up on their achievement through: strategic and scientific planning, self-learning and independent work.

3- Productivity and accountability skills

It means the extent to which an individual is able to make decisions, plan, prioritize, bear responsibilities, be transparent, be accurate in judgment and evaluation, employ precise standards in work, manage projects, face challenges, add new things to products, and improve final outputs. It is the ability to achieve goals, complete work within a specific time frame, compare work in light of specific standards, produce a cultural or material relationship that serves goals, and commit to lifelong learning. It also means the ability to set goals, plan to achieve them, face challenges and obstacles, work positively and ethically, manage time, participate effectively, and review and hold accountable the results of work, including: Productivity; as the individual is able to perform a task or innovate a product using time management skills, goal setting, prioritization, and accountability: as the individual is able to bear responsibility for the procedures necessary to perform the task or innovate the product.

4- Social interaction and multicultural interaction skills (social skills and understanding multiple cultures)

It means the extent to which an individual is able to work in diverse groups and teams, interact socially, interact with others, accept cultural differences, and know when listening and speaking are appropriate, and deal with cultural differences and different ideas. It also means preparing individuals to be able to: direct their behavior in a professional and respectful manner, respect different cultures, respond with an open mind to different ideas and values, and activate social and cultural differences to create new ideas. These skills can be developed by designing interconnected learning environments that provide activities that work to resolve differences between individuals.

5- Leadership and responsibility skill

It means the extent to which an individual is able to lead a team, bear responsibilities, direct, influence others, prioritize the public interest, be flexible and positive in management, distribute tasks, and follow up on work to reach the final product. It is working to achieve common goals, using individual communication to train others to acquire skills, and the ability to use personal communication skills and problem-solving skills to influence others and direct them towards the goal. It also means the ability to bring about change, positively influence others to reach their full potential, and act responsibly to achieve goals while taking into account the diversity of others' interests and abilities. It also means preparing individuals to be able to: lead and direct others, use personal communication and problem-solving skills to influence others, direct them toward the goal, and invest in the strengths of others to achieve common goals. It includes: leadership and responsibility, as the individual is able to work with the interests of the larger community in mind.

Many studies have focused on the process of evaluating the curriculum and the skills of the twenty-first century. These studies include the following: (Saif, 2022; Bahrawi, 2021; Dawoud, 2021; Al-Ruwaished, 2021; Al-Shabl, 2021; Al-Shammari, 2021; Al-Shahri, 2021; Hilal, 2021; Baghdadi, 2020; Al-Khazim and Al-Balawi, 2020; Al-Sardiya, 2020; Al-Shahrani, 2020; Abdul-Barr, 2020; Al-Otaibi, 2020; Al-Azab, 2020; Al-Maghribi and Bani Khalaf, 2020; Hindawi, 2020; Al-Jahni, 2019; Al-Harbi, 2019; Al-Arfaj, Al-Khalidi and Al-Shahri, 2019; Al-Qahtani, 2019; Hajjah, 2018; Al-Ghamdi, 2018; Rabat, 2018; Abdel-Aal, 2018; Al-Mansour and Al-Adili, 2018; Al-Helou, 2016; Al-Ghamdi and

Muhammad, 2016; Hussein Al-Arja, 2009). These studies recommended the need to pay attention to the twenty-first century skills of learners in various disciplines, and to include them in the curricula. This study is a response to previous studies.

Study procedures and preparation of its materials and tools:

First: A list of twenty-first century skills:

The list aimed to identify the twenty-first century skills required in the content of the Arabic language curriculum for the fifth grade of primary school. The researcher relied in building the list on reviewing some books, references, studies and research related to the research topic, including (Shalabi, 2014; Al-Jarrah, 2021; Al-Ruwaished; 2021), as well as the opinions of some specialists in curricula and methods of teaching the Arabic language about twenty-first century skills in the content of the Arabic language curriculum for the fifth grade of primary school. The list consisted of three main skills: (learning and innovation skills, information technology, media and communication skills (digital culture), professional and life skills), and (122) sub-skills fall under it. After preparing the list in its initial form, it was presented to a group of arbitrators to express their opinion on it in terms of: the sub-skill's affiliation to the main skill, the suitability of the skill and its importance to the research sample, adding, deleting or modifying the wording. The arbitrators confirmed that the list is appropriate.

Second: Preparing the analysis card:

1- Analysis objective:

The card aimed to analyze the content of the Arabic language curriculum for the fifth grade of primary school in light of the twenty-first century skills.

2- Analysis category:

The researcher relied on the list of twenty-first century skills that were prepared; which consisted of (3) main skills: learning and innovation skills, information technology, media and communication skills (digital culture), professional and life skills), and under it (11) sub-skills, (122) sub-indicators.

3- Analysis unit:

The idea unit was adopted as a unit of analysis in the My Language book for the fifth grade of primary school, second semester, and the analysis units amounted to (511) analysis units.

4- Card validity:

The card was presented to seven arbitrators in the field of curricula and teaching methods, in order to express their opinion on it in terms of: clarity of expressions, soundness of their formulation, appropriateness and importance to students and their suitability to the curriculum, and adding, deleting or modifying the formulation. The arbitrators confirmed that the card was suitable for application, with some minor modifications. The card in its final form consisted of (3) main skills, under which (11) sub-skills and (122) sub-indicators fall.

5- Card stability:

The retest or analysis method was used; the researcher analyzed a survey sample of the content, and after two weeks he reanalyzed the same sample, then the percentage of agreement between the two analyses was calculated using the Holsti equation.

$$\text{Points of agreement in the two analyses} \times 2$$

$$\text{stability coefficient} = \frac{\quad}{\quad}$$

$$\text{Repetitions in the first analysis} + \text{Repetitions in the first analysis}$$

The card's stability coefficient reached (0.77), which is an appropriate stability coefficient.

Application of the research tool and analysis process:

The research tool was applied and the analysis process was carried out in the second semester of the academic year 2022/2023 AD. After completing the application of the research tool, it was corrected, and the grades were recorded in preparation for statistical processing, discussion and interpretation.

Study results, discussion and interpretation:

1- Answering the first question:

The first question stated: What are the twenty-first century skills required in the content of the Arabic language curriculum in the fifth grade of primary school? To answer this question, a list of learning and innovation skills required for the content of the Arabic language curriculum in the fifth grade of primary school was prepared? It was presented to the arbitrators, and a list was reached, which is explained in detail in the research procedures.

2- Answering the second question:

The question stated: What is the level of inclusion of twenty-first century skills in the content of the Arabic language curriculum in the fifth grade of primary school? To answer this question, the frequencies and percentages were calculated, and the results of the analysis came as shown in the following table:

Table 1: Averages and standard deviations in the main twenty-first century skills and the card as a whole

the field	Number of indicators	Repetition	percentage	Arrangement
Learning and innovation skills	36	193	%28.94	the third
ICT Skills	36	235	%35.22	the second
Career and Life Skills	50	239	%35.83	the first
Skill set as a whole	122	235	%100	

The previous table shows that learning and innovation skills came in at a rate of (28.94%) and (193) repetitions; thus, they are in third place, and that information technology, media and communication skills came in at a rate of (35.22%) and (235) repetitions; thus, they are in second place, and that career and life skills came in at a rate of (35.83%) and (239) repetitions; thus, they are in first place, and that the repetitions of the total skills are (667). Thus, the second question of the study questions was answered, which states: What is the level of inclusion of twenty-first century skills in the content of the Arabic language curriculum in the fifth grade of primary school?

RESEARCH RECOMMENDATIONS

In light of the research results, some recommendations can be presented, the most important of which are:

- Curriculum planners should pay attention to 21st century skills when building the curriculum.
- Curriculum developers should pay attention to 21st century skills when developing the curriculum.
- Arabic language curricula at different educational stages should include 21st century skills sufficiently.

STUDY PROPOSALS:

In light of the research results and recommendations, the following research points can be proposed:

- The level of twenty-first century skills in the Arabic language curriculum at the intermediate stage.

- The level of twenty-first century skills in the Arabic language curriculum at the secondary stage

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