RESEARCH ARTICLE

The Level of Teaching Practices among Arabic Language Teachers in the Primary Stage in Light of the Twenty-First Century Skills

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ARTICLE INFO	ABSTRACT
	The current study aimed to reveal the level of teaching practices among Arabic language teachers in the primary stage in light of the twenty-first century skills; To achieve this goal, the study materials and tools were prepared, which were: A list of teaching practices necessary for Arabic language teachers in the primary stage in light of the twenty-first century skills, and a questionnaire to measure those practices, then verify the stability and validity of the questionnaire, then select the study sample from Arabic language teachers in the primary stage in the city of Abha, then apply the study tool, then statistical analysis and interpretation of the results and provide recommendations and suggestions, and the results showed: The level of teaching practices among Arabic language teachers in the primary stage in light of the twenty-first century skills is low, as the general average of teaching practices came to (177.17) at a rate of (29.04), and the research presented some recommendations, including: Paying attention to the professional development of teachers; To keep pace with developments

INTRODUCTION

Teaching language and developing its various skills requires the teacher to be able to use teaching practices that are appropriate to the objectives of the subject, the nature of the topics (content), and the learner, as well as to the requirements of the era; as it is of utmost importance that the educational process and curricula keep pace with the era in which we live and its requirements and demands; and that the educational objectives of the subject seek to achieve these requirements and link them to the specialization, and attempt to acquire these objectives among learners at various educational levels and in various specializations.

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; and therefore people need them in their lives and their life dealings with each other, as those who do not possess these skills may not be able to adapt to society, or achieve success in many areas.

The call for these skills was initiated by 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 21st century skills (Al-Baz, 2013, 196).

Teaching skills are essential skills for teachers, which requires the importance of evaluating and developing their teaching practices in a way that contributes to achieving educational goals that prepare the learner for life. The 21st century has witnessed a huge boom in scientific and technical developments related to the field of education, which has directly affected the elements of the education system at all levels, and this has been linked to the necessity of developing teaching practices in a way that is consistent with 21st century skills (Al-Ruwais, 2020).

One of the important things in the teaching process is linking the teaching practices that teachers perform in their teaching with the skills required by the era in which students live, including 21st century skills. So that this contributes to developing them in their students, and so that their teaching

keeps pace with the requirements of the era, meets the needs of society, and students are able to achieve the desired goals, and are able to adapt, communicate, interact and achieve.

The Arabic language curriculum, like the rest of the curricula, must include the skills of the twenty-first century with all its elements: starting with the goals, content, activities, teaching methods, educational tools, and evaluation methods, and that they are developed in students at all educational stages; because of their great benefits for the learner and society.

The teacher in general and the Arabic language teacher in particular play an important and pivotal role in developing the abilities and skills of his students, and moving them from stagnation and inertia to interaction and activity, by placing them in educational and thinking situations; This works to increase the ability to imagine, create, interpret, and evaluate (Mahmoud, 2012. 528).

The teacher is one of the important elements of the curriculum that greatly affects the development of the various skills of learners; The focus is not only on content, educational activities, or assessment methods to develop language skills among learners, but the teacher must be prepared to develop these skills, and must use methods and strategies that work to develop them among his students; thus, the curriculum system is completed, as the teacher's role in developing different language skills is a fundamental and pivotal role; he is responsible and entrusted with teaching the language and imparting its skills to students (Abdul Qader, 2020).

The educational process in the twenty-first century faces many challenges that require a review of teacher preparation programs: academically, professionally, and culturally; with the aim of helping them perform efficiently; This also requires the need to develop twenty-first century skills among learners; which requires that teachers' teaching practices include twenty-first century skills; so that this is reflected in their students (Hindawi, 2020).

The current era is characterized by a knowledge explosion, growing information, rapid developments in knowledge and information, and 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; and 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; which 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).

Shalabi (2014) stated that the twenty-first century 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, and 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 the optimal use of information and technical media.

The teacher is the main pillar in the educational process, which seeks to reach distinguished levels of quality. This will only be achieved by developing the teacher's skills and teaching practices to the highest level that enables him to deal with the challenges and variables of the era, including the requirements of the twenty-first century (Wahdan, 2021).

The role of the teacher has changed in the twenty-first century; his role is no longer just a transmitter of knowledge and information to students, but his roles have become multiple; to include innovation and renewal; which requires him to possess twenty-first century skills; to perform his new role in the field; to ensure the quality of the outputs that are affected by his teaching practices in the educational process (Alimat, 2013).

The most important development topics on which the progress of societies and their ability to face the many and accelerating challenges are based is the topic of preparing the teacher in the twenty-first century; Specialists believe that the intentional and systematic integration of these skills into

educational curricula will enable educators to achieve many goals that they have not been able to achieve for many years. They justify this by saying that these skills enable students to learn and achieve in core subjects at higher levels. They also provide an organized framework that ensures learners' engagement in the learning process, helps them build confidence, and prepares them for innovation and leadership in the twenty-first century and to participate effectively in life. This is not limited to learners only, but also teachers, and it also represents a framework for professional development for teachers (Hafni, 2015; Al-Balawi and Al-Balawi, 2019; Al-Otaibi, 2020).

It can be said that 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).

Many conferences have recommended the necessity of teachers possessing 21st century skills, and employing these skills in teaching practices that work to acquire and develop these skills for students, including: the Fifth Conference on Teacher Preparation "Teacher Preparation and Training in Light of Development Demands and Modern Developments" held at Umm Al-Qura University during the period 23-25 Rabi' Al-Thani 1437 AH, the International Conference "The Teacher and the Age of Knowledge: Opportunities and Challenges A Renewed Teacher for a Changing World" held at King Khalid University during the period 29/2-1/3/1438 AH, and the International Conference on Evaluation of Education and Training organized by the Education Evaluation Commission in Riyadh during the period 26-28 Rabi' Al-Awwal 1440 AH.

Opinions have also called for education to provide learners with the skills necessary to succeed in their societies and work in the 21st century, and therefore many institutions concerned with education have sought to formulate frameworks to identify and define 21st century skills, and propose how to integrate them within the educational system in general, and the basic fields of study 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. These are skills specific to the right side of the brain (Pink, 2005).

Twenty-first 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 consistent with the requirements of modern life, which is no longer compatible with traditional teaching practices that rely on indoctrination and memorization. Rather, they require 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; This is done by teaching curricula, practicing classroom and extracurricular activities, and employing blended learning to ensure the quality of educational outcomes (Al-Ruwais, 2020).

STUDY PROBLEM:

Given the importance of twenty-first century skills, and the importance of including the teacher's teaching practices for these skills, and the studies confirming this, including the study of each of: (Al-Yami, 2022; Al-Ruwais, 2021; Al-Shahri, 2021; Al-Jahni, 2019; Al-Bahrawi, 2015); the current research sought to reveal the level of teaching practices among Arabic language teachers in the primary stage in light of twenty-first century skills.

Defining the study problem:

The problem of the current study was determined to reveal the level of teaching practices among Arabic language teachers in the primary stage in light of twenty-first century skills.

Study objectives:

The current study aimed to determine:

- The teaching practices required for Arabic language teachers in the primary stage in light of twenty-first century skills.

- The level of teaching practices among Arabic language teachers in the primary stage in light of twenty-first century skills.

Study questions:

The current study attempted to answer the following questions:

- What are the teaching practices required for Arabic language teachers in the primary stage in light of twenty-first century skills?

- What is the level of teaching practices among primary school Arabic language teachers in light of the twenty-first century skills?

Importance of the study:

The importance of the current study stems from the following:

- It helps researchers conduct similar research that reveals the level of teachers in teaching practices.

- Preparing a list of teaching practices necessary for primary school Arabic language teachers in light of the twenty-first century skills; It can be used to determine the level of teaching practices among teachers.

- It helps curriculum planners to include first-century skills in Arabic language curricula.

- It helps teachers to include twenty-first century skills in their teaching practices.

Study limitations:

The current study was limited to:

- The teaching practices necessary for primary school Arabic language teachers in light of the twenty-first century skills, which are (learning and innovation skills, information technology, media and communication skills, life and work skills).

- A sample of primary school Arabic language teachers in Abha city.

- Applying this study in the academic year 2021/2022 AD

STUDY METHODOLOGY:

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

Community and study sample:

The study community represents all Arabic language teachers in the primary stage in Abha city, while the study sample consisted of (30) Arabic language teachers.

STUDY TERMS:

1- Teaching practices:

The researcher defines them procedurally as: The procedures and practical methods that Arabic language teachers in the primary stage use to teach Arabic to their students; during the teaching process, so that these practices include twenty-first century skills (learning and innovation skills, information technology, media and communication skills, life and work skills).

2- Twenty-First Century Skills:

The researcher defines them procedurally as: A set of skills that are included in the teaching practices of Arabic language teachers in the primary stage, to achieve the appropriate teaching performance for twenty-first century skills, and include: (learning and innovation skills, information technology, media and communication skills, life and work skills).

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 teaching practices in light of the twenty-first century skills:

The list aimed to identify the teaching practices necessary for Arabic language teachers in the primary stage in light of the twenty-first century skills. The researcher relied in building the list on reviewing some books, references, studies and research related to the research topic, as well as the opinions of some specialists in curricula and methods of teaching the Arabic language. The list consisted of (3) main skills under which (11) sub-skills fall: learning and innovation skills under which (36) sub-practices fall, information technology, media and communication skills under which (36) sub-practices fall, life and work skills under which (50) sub-practices fall, thus the list consisted of (122) sub-practices.

Second: Questionnaire of teaching practices in light of the twenty-first century skills:

1- The purpose of the questionnaire and its description:

The questionnaire aimed to measure the teaching practices of Arabic language teachers in the primary stage in light of the twenty-first century skills. The questionnaire was prepared by developing the previously prepared list; Where it was formed from the teaching practices that resulted from that list and related to the skills of the twenty-first century according to (3) main skills, which are (learning and innovation skills, information technology skills, media and communication, life and work skills), (11) sub-skills, and this will be measured through (122) sub-practices.

2- Method of correcting the questionnaire:

The questionnaire was corrected by estimating the degrees (5-4-3-2-1) for each of (fully applicable - very applicable, sometimes applicable - slightly applicable - not applicable at all). The questionnaire scores ranged between (122-610) degrees.

3- Validity and reliability of the questionnaire:

A- Validity of the questionnaire:

The validity of the questionnaire was confirmed through content validity; where the questionnaire was presented to a number of six arbitrators in the field of curricula and teaching methods, in order to express their opinion on it in terms of: its suitability for the research sample, and the relevance of the questions to the topic, and the arbitrators confirmed that it was appropriate.

B- Questionnaire reliability:

The questionnaire reliability was calculated using the Cronbach's alpha equation (α coefficient), using the SPSS (18) statistical program. The reliability coefficient was (0.856), and thus the questionnaire has an appropriate degree of reliability.

Application of research tools:

The research tool was applied in the academic year 2021/2022 AD. After completion of the application, it was corrected, and the grades were recorded in preparation for statistical processing, discussion and interpretation.

RESEARCH RESULTS:

1- Answering the first question:

The first question stated: What are the teaching practices necessary for Arabic language teachers in the primary stage in light of the twenty-first century skills? To answer this question, a list of the teaching practices necessary for Arabic language teachers in the primary stage in light of the twenty-first century skills was prepared, and 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 was: What is the level of teaching practices among Arabic language teachers in the primary stage in light of the skills of the twenty-first century? To answer this question, the significance of the averages, standard deviation and level were calculated; as shown in the following table:

Table (1)

Means and standard deviations in the main teaching practices and the questionnaire as a whole

the field	Average	Standard deviation	ratio	Arrangement
Practices related to learning and innovation skills	56.30	9.27	31.27 %	the first
ICT Skills Related Practices	68.23	11.09	27.91 %	he second
Life and work skills practices	52.63	6.74	21.05 %	the third
Skill set as a whole	177.17	24.12	29.04	

The previous table shows that the level of teaching practices among Arabic language teachers in the primary stage in light of the twenty-first century skills is low; as the averages of the questionnaire fields came as follows: the average of practices related to learning and innovation skills (56.30) at a rate of (31.27%), the average of practices related to information technology, media and communication skills (68.23) at a rate of (37.91%), the average of practices related to life and work skills (52.63) at a rate of (21.05%), the general average for the fields as a whole (177.17) at a rate of (29.04%), which is limited to the low level, and thus the second question of the research questions was answered, which states: What is the level of appropriate teaching practices for Arabic language teachers in the primary stage in light of the twenty-first century skills.

Interpretation of results: The research results showed a low level of teaching practices among Arabic language teachers at the primary stage in light of the twenty-first century skills. This result can be

attributed to: Arabic language teachers' use of traditional teaching practices that do not take into account the requirements of the era, including twenty-first century skills. For example, current teacher practices do not care about learning and innovation skills, do not seek to motivate students and encourage them to be creative, think critically, and solve problems, do not involve students in expressing their opinions and points of view on the subject, do not support cooperative and group work sufficiently, do not seek to employ creative activities that help develop innovation, or activities based on research and problem solving, or employ teaching methods based on investigation and problem solving, or employ individual and group projects that require searching for solutions to problems, and do not stimulate students to predict, produce, add, analyze, and evaluate, and do not encourage students to ask questions and dialogue about real problems. Also, these practices do not develop students' information technology, media, and communication skills, including employing educational technologies in explaining, evaluating, and enriching information, employing computer programs in presenting and evaluating topics, directing students to the ethics of digital dealing (websites and social media), and employing blended learning, encouraging students to access information and receive it properly themselves, evaluate it, and criticize it, and use technology for research. On information, organizing and evaluating it, using social media to access and disseminate information, as well as developing students' positive attitudes towards using digital technologies, and managing electronic information from multiple sources. Teachers do not provide diverse sources of information related to teaching Arabic, or employ media information in projects related to teaching Arabic, or design educational activities in teaching Arabic that require collecting information from its original sources, or based on oral communication and discussion skills, or directing students to respect other opinions during the discussion, or employing teaching strategies that help generate ideas such as brainstorming. Also, these practices do not care about students' life and work skills, including: encouraging students to interact with others and accept cultural differences, or good planning, prioritizing and making decisions, or taking responsibility for tasks related to lessons, or transparency and accuracy in judgment and evaluation, or managing projects and facing challenges, or leadership and influencing others and taking responsibility for team performance, or flexibility and positivity in management and distributing tasks, or following up on work to reach results successfully and effectively, or flexibility and positivity in cases of achievement and failure, or accepting criticism, negotiation and balancing between beliefs and other points of view, or Independence, task accomplishment and prioritization, or self-directed and self-organized learning through the ability to monitor, self-direct and evaluate their achievements, the ability to manage time and organize work, or adapt to their roles within a collaborative work team, or set priorities and arrange them in the tasks assigned to them, or self-monitoring instead of direct supervision, or asking questions about the topic to be learned, or listening and listening well to the opinions of others, or working effectively with individuals of different cultures, or developing positive attitudes towards different cultures and civilizations, and having work ethics while learning. Thus, the evaluation of the practices of Arabic language teachers at the intermediate stage in light of the twenty-first century skills came low.

Research Recommendations:

In light of the results of the study, a set of recommendations can be presented, the most important of which are:

- Linking teachers' teaching practices to the skills and requirements required by the era.

- Holding training courses focusing on twenty-first century skills.

- Developing teachers' teaching practices in teaching Arabic.

- Paying attention to the professional development of teachers in various teaching fields; to keep pace with developments and innovations in the field.

Suggested Research:

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

- The level of teaching practices among Arabic language teachers at the primary stage.

- The level of Arabic language teachers' ability to develop twenty-first century skills.

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