An Analytical Study of the Modernism and Contemporary Values in the Developed Communication Skills Books Taught in Grades Third Cycle for Basic Stage

Zakariyya Shaban Shaban

University College of Irbid, ALBalqa Applied University, PO Box 1293, Irbid University College, Irbid-Jordan
E-mail: shaban.d.63@gmail.com

Abstract
This study aimed to investigate arranges of include communication skills text books modernism and contemporary value, and is there experience sequins, and the study tried to determine the orientation behind this concentration. A list of values included 10th modernism and contemporary values.Content analysis was used as a tool in collecting data, and the sentence was choosing as a unit in the analysis. Frequencies and percentages of the include values were computed. Validity and reliability procedures were done to obtain objective result.As a result of this study the following values had the most concentration: Creative Technology encouragement, responsibility, and being self and internal control. The least concentration values were: environment care, Health care, Achievement work respect, and Time usufruct. And there isn't an experience sequin in text books. That means the methodology of these books is not clear, and moreover it shows that the values weren't the main purpose.The study recommended that books for basic stage to include these values. Curricle developers, researchers and teachers to benefit from the obtained results of this study.
Keywords: Communication Skill, Third Cycle, Modernism An Contemporary Values

Introduction and theoretical framework
Values in the curriculum in general and in the Arabic language curricula in particular have received and still the interest to those in charge of curriculum in the world, authors of textbooks have sought to highlight the system of values prevailing across texts, and language expertise being provided to students through processing educational texts, to work on the formation, or the development of the young as one of the main outputs of different education materials.

Values are constructive which are derived from social interaction; they are specific to individual relationships; and constitute the behavioral adjuster, as well as it is considered of the components of personality (Anani, 1999: 56-65), and (To'eima, 1987). It is a corner of the education, and the absence of values governing the behavior of human beings, and the control of their life interactions, community will be on his way to dependence and collapse (Allagany, 2001: 90); society who owns balanced value system possesses the elements of progress and development; Through it faces the challenges of the times, and its accelerated scientific and technical variables.

There are those who believe that polarization values of modernity imposed by the scientific changes and communications revolution, and what accompanying it of information revolution pose future scenarios for the curriculum, which must take into account the provision of appropriate educational opportunities, and developed to suit the requirements of the times and keep up with civilization, and communicate effectively than the others away for dependency and fusion and loss of identity (John, 1985).

Some of the goals of education for future revolve around providing students with the skills of dialogue about the future and the values associated with the system. Draper (1976) lists his conception of what should be concerned by the school curriculum, and perhaps most notably the management of information, and improve the levels of thinking, and the skills of communication, and understanding of the environment and their interactions; therefore Arthur (1988) confirms that students need to know the values that support behavior; because of their impact in reflection on the reality of their world, which chokes with complexity. (Allagany and Mohammed, 2001: 38-46).

David (1989) suggested some of the sentimental values to be pillars in the curriculum, most notably values of justice, equality, tolerance and brotherhood, and appreciation of the role of the individual and the group, and adjust the time and rationalization, and develop a sense of responsibility in the face of the forces of injustice and oppression. He believes that the curriculum that relates to man more than interest in the facts, and it should make students more able to adjust their learning.

Values represent the most important elements of the educational process, and the effectiveness of active learning, and in the formation and issuance of provisions; because the emergence of values separates between subjective and objective, as adoption of provisions is based on the advantages and disadvantages, it is the real engine for renewed qualitative learning (Boutkn, James, and Mehdi, and Maltaza Mercia, 89: 1981) there would be no couple disagrees that any form of science, whether in language or other be shaped in the learner as a result

of the interaction of intentional or unintentional between what has the knowledge and experience of precedent, and what is available in the framework of emotional values, habits and trends, and confirms that the results of several studies conducted in this regard.

Educational literature refers to some attempts to teach values in the Arab environment, Orman and Nuqrashi model schools in Egypt have applied a special program to teach values so they assign two hours a week to free dialogue between the teachers of Arabic language, social studies, science, and the students about current events with the aim of helping them to discover some of the moral and social, political, and economic values which draws people's behavior. This program represents a rational try of the process for teaching social values directly, and aims to train students on the skills of analysis, and the issuance of value judgments, and motivate them to work according to the requirements of the values in their behavior. One of the foreign experiences in this regard was the project California State, which aimed to help students understand others, and upholding social values in their consciousness and behavior, and the results of the project showed that students are becoming more initiative and cooperation in the completion of their school (Abdel Halim, 1999: 33).

There are those who ask value oriented curricula; linking the reality of society with its originality; so as not to melt in the crucible of globalization, which requires "that the curriculum should be of high sensitivity and great flexibility; to promote the authentic values, and allow the entry of supportive values ; refusing to breach the system of inherent values " (Allagany, 2001: 192).

Since the achievement of sentimental goals including values and trends is a demand linked to continuous learning forever, and since we are in the era of competition, conflict, where the strongest imposes his language, culture, values and economy so the student should posses modern life and value skills and to imitate its Mastery elements so as to make himbetter able to deal effectively with the requirements of the time and its renewable problems (Ochaida 0.1999).

The attention of those in charge of the preparation of Arabic language school books with the subject of values as it is considered one of the three components to judge the internal efficiency of the educational school book, and the level of its quality represented in its cognitive, value and technical components and what associated of it of behavioral indicators (Sheikh 0.2001: 64).

The problem of the study

Curriculum has been for many years directed its attention to knowledge; so there must be a balance between the cognitive, emotional and skill goals; so values would be the focus of care and attention.

The (self-control) is associated with values account formed of habits of behavior and positive attitudes, participated together in the formation of self-conscious and maturity; the affirmation of discipline as positive aspect, and its reflection on the performance of the life skills; lead to greater productivity, and increase the sense of satisfaction and gratification (Ochaida,1999: 71).

Disciplinary is one of the most important values in (Japan) where work linked to self-esteem and mastery and access to higher-end quality; Is our curriculum focused on this dimension?

An individual within the team achieves targets that could not be achieved alone; the ability of the people to achieve its objectives can be achieved only by meeting the skills of its members; the students should be enabled to work and learn in a collaborative environment (Ochaida 0.1999: 73).

One of the conditions of participatory democracy is that an individual has the place of decision maker site not the site of the influenced; are these values represented in our curriculum theoretically and applicably? Or whether the theory does not rise to application, or that these books lack the ideal content that frames what we hold hopes of outputs upon?

Democracy is the thought and application, and the role of the curriculum here lies in the provision of content, and the educational positions that help students to assimilate, apply, and translate them into the life behavior, so does the content (the research community) provide that? Whether we appreciated the importance of curriculum be conscious of its seriousness and its role, and what it represents in the first line of defense in the era of globalization.

The importance of the study

The importance of the study lies in the followings:

- The adoption of values as categories of analysis leads us to know the nature of these values, and the elucidation of an expressive image of the content.
- Books that the study dealt with are addressed to the category of teenagers whose standards have been disturbed between reality and emotion; so they are searching for independence, and self-realization.
- The monitoring of the values of modernity will contribute to the organization of the education process, and will help teachers to focus on these values according to age group, and will provide the authors of the curriculum and textbook writers with scientific bibliography constitutes a reference domesticated in the choice of linguistic material appropriate in light of the value-oriented curriculum standards.

- The significance of this study materializes as there were no previous studies that attempt to confine these values in the positions of linguistic activity in the Arab world within the knowledge of the researchers.

The aims of the study and its questions

The current study aimed to search for the values of modernity in the books of communication skill appointed to the higher classes of the primary stage in Jordan that were developed according to the principles of cognitive economy and the study attempted to answer the following questions:

Q1: what are the values of modernity included in the books of communication skill of the three higher classes of the primary stage?

Q2: is there a sequence of the values of modernity included in the books of communication skill of the three higher classes of the primary stage?

Q3: is there a systematic approach for the focus of the books of communication skill of the three higher classes of the primary stage on certain values of modernity-the subject of the research?

Previous studies

Papinean (1993) has made a study that aimed to count the values after its evaluation with Rochash scale to scan values, the results showed that new students are interested in freedom, real friendship, and the loyalty and logical values were absent. The graduated students focused on goal values such: achievement, deliverance and self respect and of the way value they were interested in values such as: example, obedience and courage.

Zubairy (1994) analyzed the books that studied children literature in order to identify the attitudes and values that they reflect, the study has showed that environmental values related to conflict and religious and cultural exchange were still gain the care and the concern it also showed that the content and the quality well fit with the current expectations towards children learning and development.

The study of Na'amneh (1997) aimed to verify the availability of social values in the books of the second circle and to identify the degree of teachers' concern of it and their focus on it. The results have showed that the most frequent values were the concern for learning and the least frequent values were the love of cleanness and property respect, sacrifice, law respect, love of just peace and environment protection consequently and the value of saving was absent from these books.

The study Miqdadi (1997) aimed to identify the educational values that are included reading books of grades (4-10) in Jordan, and how they are distributed, and to identify the extent of the matching of the focus of these books on values with the order of teachers in terms of values' importance, the results have shown that the highest values are: cooperation, love of learning, achievement, and courage, and respect for others, and belonging, and aesthetic taste, and mastery of work, patience, and compassion, and the Humane Society. The least of which was, adaptation to changes, honesty, hygiene, environmental conservation, following the rules of health, savings, accepting people with disabilities, road manners, tree planting and care. The analysis showed a significant difference between the estimates of teachers to some educational values and its frequency in books.

Heacox has made (Heacox, 1997) a qualitative study aimed to expand the knowledge about the dialogue, and strengthen self, initiative, teamwork, and respect for the opinions of others, The study examined the values of dialogue and meeting management, and investigate in the theories and philosophies related to interactive speech, and focused on the dialogue process.

The aim of the study of Jane (2005) was to define the values and their ratings for talented people, the prevailing values in males has been demonstrated in the social acceptance, represented by the values of freedom, beauty, and self-esteem, and security; The prevailing values of females were the values of emotional influence represented the values of love, honesty, obedience, and hygiene, and imagination.

The Medina and Suat (Medina & Suat, 2008) have performed a study aimed to know the extent of the commitment to democratic values represented in respect, tolerance, cooperation, and social values represented in the measurement of the capabilities of the students at the elementary level to resolve dispute, the results indicated a high degree of commitment to democratic and social values and females showed more commitment in cooperation, and compliance with the values, and the ability to resolve conflict.

This study has utilized what was reported in these studies beginning from the methodology to stand on the orientations of the books in its inclusion of these values, and this study is characterized as it investigated the values of modernity inductively from the books that have been developed in accordance with the principles of knowledge economy, that have set for the classes of the third primary circle in Jordan, these values have gained the attention of educators in the era of the explosion of knowledge; this study recommends: further future studies, and value -oriented global curriculum, investigation of the sequence of the system of values that have been studied in this study for the three classes subject of the research the matter that has not been addressed by previous studies.

The study methodology and its procedures
The study depended on the descriptive analytical approach of the contents of the books titled "communication skills" set for the students of the (eighth, ninth and tenth) classes.

The study population: consisted of Arabic language books (communication skills) set for students of the third circle: (eighth, ninth and tenth) classes from the stage of primary education in Jordan,

The study sample: all texts that are related to skillful reading specified in the books of communication skills developed for teaching Arabic to students in the three grades of the (eighth, ninth and tenth) classes from the stage of primary education for the year 2010.

Study tool: a questionnaire consisted of a list of ten primary values of the values of modernity, derived from the relevant educational literature, these values have been organized in the questionnaire, in front of each of them the frequencies and the percentage of them have been set as shown in the Appendix (1)

Validity of the tool
In order to verify the validity of the adopted tool, the values in the books that are constitute the core of the research they have been monitored a primary monitoring through reading the texts and monitor the values in lists; This provides the tool with the validity associated content then scan the educational values in the literature of educational theory, and then a strategy was adopted (Conle, 2000); That uses a comparison between what has been reached values of modernity with those contained in the educational literature in light their experience with the studies that have taken the values of its goal, and future studies , and approaches the twenty one century ; to reach the list of the values of modernity subject of the research.

The list has been presented on a number of experts of language curricula and methods of teaching those who work in the Department of Curriculum, at Yarmouk University, and a number of teachers and administrators in the Department of Arabic Language in Education Directorate of Irbid. The required adjustments have been made conducted in the light of their comments which provide it with external validity.

The reliability of the tool
Two experts of Arabic language curricula were asked for help; where they have a brief about the idea of the study, analysis methodology, and definitions and indicators represent the values of modernity, and the researchers trained them and analyze a unit from each book, were provided to them, and then each of them analyzed a percentage of (20%) of the study population, the reliability coefficient was calculated by calculating the coefficient of agreement of the analysts with the analysis of researchers, according to the known equation of the ratio of agreement (Azroff & Mayer, 1977), which states:

The percentage of agreement equals (85%), which is suitable for the purposes of the study, the researchers then had a re-analysis of (20%) of the study population after a suitable period of time, where the percentage of agreement with their analysis equals (90%).

The limits of the study
- The study handled the books of communication skills set for the students in the third circle of the primary stage of the year (2010), but did not address the nooks of the primary stage in its three circles.
- The study was limited to the specific analysis of the texts with the skill of reading not the other language skills, and excluded from this analysis Quran texts and Hadith due its privacy.
- Analysis tool was prepared by the researchers with performing the tests of validity and reliability.
- Values subject of the analysis are the values of modernity that include ten different values derived from the study population, and compared with the relevant educational literature. (Appendix 1)
- The sentence is considered the unit of analysis due to what it forms as a clear expressive framework of the targeted value.
- The level of (concentration criteria) was specified to be (2%) as the lower limit of modernity values in the textbooks subject of the study; which means the concentration of each value is not lower than 2% of the population of the study represented in 2961 sentences which the ratio used by (Shaban, 2005).

Operational definitions
1. values of modernity: an implicit abstract concept settled in the psychological and mental synthesis of the individual as a result of upbringing and experience and self-education; identifies the desirable goals of the individual, or the means to achieve the goals he believes in to become receptive standards in evaluation so as to keep abreast of developments and changes of the age. (Anani , 1999: 60 , and Allagani and Mohammed, 2001: 90), it was measured in the study by the achieved frequencies for each value in the textbooks subject of the study.
2. The third primary circle: the classes of: eighth, and ninth, and tenth of the primary stage where the cognitive aspects where applied deeply and represents the end of the primary public education stage in Jordan.
3. The books of communication skills: the textbooks prescribed for students of the third primary circle used to teach the four Arabic language skills of (reading, writing, speaking, and listening) in the light of the interdependence and integration between these skills, which are developed in accordance with the

principles of the knowledge economy.

Results of the study

The following are presentation of the results in light of the study questions.

The results of the first question: the text of the question: "What are the values of modernity, which included in the books of communication skills prescribed for the students in the upper three grades of the primary stage?

First: the book of communication skills for the eighth primary grade: the values were in Descending Order according to frequencies and percentages as shown in the table (1) below.

Table (1)
The Descending Order of the values of modernity in the book of communication skills for the eighth primary grade according to frequencies and percentages which they awarded

%	frequency	Modernity value	No.
6.8%	49	Encouraging technical innovation	1
4%	29	Appreciating the individual and group responsibility	2
1%	7	Self-control and inside supervision	3
0.8%	6	Investment and management of time	4
0.5%	4	Giving opinion and respecting the opinion of others	5
0.4%	3	Tolerance and brotherhood and renounce terrorism	6
0.3%	2	Appreciating collaborative work and mastering it	7
0.1%	1	Appreciating dispute resolution and problem solving	8
0%	0	Following hygiene rules	9
0%	0	Maintaining environment and its resources	10
14%	101	**Sum**	

Table (1) illustrate that the set of modernity values have been distributed on the book over a span between (0%-6.8%), encouraging technical innovation has the highest ration in this book with 6.8% followed by Appreciating the individual and group responsibility in the second rank where its frequency was 4%. In the third rank Self-control and inside supervision came with a ratio of 1%. The lowest values in frequency was Appreciating dispute resolution and problem solving and the values of Following hygiene rules and Maintaining environment and its resources were absent from this book.

Second: the book of communication skills for the ninth primary grade: the values were in Descending Order according to frequencies and percentages as shown in the table (2) below.

Table (2)
The Descending Order of the values of modernity in the book of communication skills for the ninth primary grade according to frequencies and percentages which they awarded

%	frequency	Modernity value	No.
2.2%	27	Self-control and inside supervision	1
1.7%	21	Appreciating the individual and group responsibility	2
0.9%	11	Encouraging technical innovation	3
0.7%	9	Tolerance and brotherhood and renounce terrorism	4
0.5%	6	Following hygiene rules	5
0.4%	5	Giving opinion and respecting the opinion of others	6
0.2%	2	Appreciating collaborative work and mastering it	7
0%	0	Appreciating dispute resolution and problem solving	8
0%	0	Maintaining environment and its resources	9
0%	0	Investment and management of time	10
6.6%	81	Sum	

Table (2) illustrate that the set of modernity values have been distributed on the book over a span between (0%-2.2%), the following values: Self-control and inside supervision, Appreciating the individual and group responsibility and Encouraging technical innovation have the highest ratios which range between (0.9%-2.2%). and the values of Maintaining environment and its resources and Investment and management of time were absent from this book.

Third: the book of communication skills for the tenth primary grade: the values were in Descending Order according to frequencies and percentages as shown in the table (3) below.

Table (3)

The Descending Order of the values of modernity in the book of communication skills for the tenth primary grade according to frequencies and percentages which they awarded

%	frequency	Modernity value	No.
1.4%	14	Self-control and inside supervision	1
1.3%	13	Tolerance and brotherhood and renounce terrorism	2
1.3%	13	Encouraging technical innovation	3
0.9%	9	Appreciating dispute resolution and problem solving	4
0.8%	8	Giving opinion and respecting the opinion of others	5
0.4%	4	Appreciating the individual and group responsibility	6
0.1%	1	Appreciating collaborative work and mastering it	7
0.1%	1	Maintaining environment and its resources	8
0.1%	1	Investment and management of time	9
0%	0	Following hygiene rules	10
6.4%	64	**Sum**	

Table (3) illustrate that the set of modernity values have been distributed on the book over a span between (0%-1.4%), Self-control and inside supervision has the highest ration in this book with 1.4% followed by Tolerance and brotherhood and renounce terrorism in the second rank where its frequency was 1.3%. Also in the repeated second rank Encouraging technical innovation with a ratio of 1.3%. The lowest values in frequency was Maintaining environment and its resources Investment and management of time and Maintaining environment and its resources with a ratio of 0.1% .Following hygiene rules was absent from this book.

The results of the second question: the second question states: is there a **sequence of the values of modernity included in the books of communication skill of the three higher classes of the primary stage?**

In order to answer this question and identify the range of the sequence of the value system subject of the study in the three books of communication skills the percentage of each value of the included values in the books of communications skills for eighth, ninth and tenth grades has been extracted and has been given the deserved rank for each value according to each grade as shown in table (4).

Table (4)

The ranks and percentages of modernity values in the books of communication skills for the classes of the third circle of the primary stage

The All 2961 sentence		10th grade 1016 sentence		9th grade 1223 sentence		8th grade 722 sentence		Modernity values	No.
Ratio %	Rank	Ratio %	Rank	Ratio %	Rank	Ratio %	Rank		
2.5	1	1.3	3	0.9	3	6.8	1	Encouraging technical innovation	1
1.8	2	0.4	6	1.7	2	4	2	Appreciating the individual and group responsibility	2
1.6	3	1.4	1	2.2	1	1	3	Self-control and inside supervision	3
0.8	4	1.3	2	0.7	4	0.8	4	Investment and management of time	4
0.6	5	0.8	5	0.4	6	0.5	5	Giving opinion and respecting the opinion of others	5
	6	0.9	4	0	8	0.4	6	Tolerance and brotherhood and renounce terrorism	6
0.2	7	0.1	7	0	8	0.3	7	Appreciating collaborative work and mastering it	7
0.2	7	0.1	7	0.2	7	0.1	8	Appreciating dispute resolution and problem solving	8
0.2	7	0	8	0.5	5	0	9	Following hygiene rules	9
0.3	7	0.1	8	0	8	0	9	Maintaining environment and its resources	10
8.3%		6.4%		6.6%		14%		Sum	

It is indicated in table (4) that the value of encouraging technical innovation came is the first value in the eighth grade book with a high ratio of 6.8% while it came in the third rank in both the ninth grade and the tenth grade with a small ascending ratio; where it was 0.9% in the ninth grade book and 1.3% in the tenth grade book. The value of Appreciating the individual and group responsibility came in the second rank in the books of

eighth grade and ninth grade but it was in a descending order as it was greater in the eighth grade with a value of 4% from it was in the ninth grade where it was 1.7%, although held the fifth rank in the book of the tenth grade with a poor ratio of 0.4%.

The value of "Self-control and inside supervision" came in the third rank in the book of the eight grade with 1% while it held the first rank in the books of the ninth and the tenth grades where it was in a descending order as it was 2.2 for the ninth grade and 0.4% for the tenth grade.

The value of Investment and management of time came in the fourth rank for the book of the eighth grade while held the first rank for the books of ninth and tenth grade but it was in a descending order as it was 2.2% in the ninth grade book and 0.4% in the tenth grade book.

According to the value of "Investment and management of time", it came in the fourth rank for the eighth grade with a weak percentage of 0.08%, this value was absent from the content of the ninth grade book moreover it did not have but a percentage of 0.1% in the tenth grade book.

The value of "Giving opinion and respecting the opinion of others" was awarded the fifth rank in both eighth grade and tenth grade books with a small percentage of 0.5% for the eighth grade book and 0.8 % for the tenth grade book while it held the sixth rank for the ninth grade book with a weak percentage of 0.4%.

According the value of "Tolerance and brotherhood and renounce terrorism" it held the sixth rank for the eighth grade with a percentage of 0.4% while it came in the fourth rank for the book of ninth grade with a percentage 0.7% and it held the second rank for the tenth grade with a percentage of 1.3%, this value achieved the sequence of ascending order despite the low ratios of commonalty in the educational content of the three books subject of the analysis.

But the value of "Appreciating collaborative work and mastering it", it came in the seventh grade in the tree books with weak percentages as it was only 0.3% in the eighth grade book and 0.2% in the ninth grade book and 0.1% for the tenth grade book.

One could notice that the value of "Appreciating dispute resolution and problem solving" held the eighth grade with 0.1% only while it absolutely absent from the content of the book of the ninth grade and it came in the fourth rank in the book of tent grade with a percentage of 0.9%.

As for the value of "Following hygiene rules," it was absent from the content of eighth grade and tenth grade books and it came in the fifth rank in the book of ninth grade with a percentage of 0.5%.

The value of "Maintaining environment and its resources" was absent from the books of eighth grade and ninth grade and held the eighth rank in the tenth grade book with only a percentage of 0.1.

One could notice the absence of both values of "Following hygiene rules," and "Maintaining environment and its resources" from the eighth. The ninth grade book has not three values of modernity values subject of the analysis that are: "Appreciating dispute resolution and problem solving," "Maintaining environment and its resources" and "Investment and management of time." The tenth grade book was empty of one value that is "Following hygiene rules."

The results of the third question

Question three states as the following "is there a systematic approach for the focus of the books of communication skill of the three higher classes of the primary stage on certain values of modernity-the subject of the research?"

By investigating table (4), one could find that the values of modernity were distributed in the three books as a whole over the range between (0.03%- 2.5%). It is also indicated that the highest frequency ratio was for the value "Encouraging technical innovation" where it was 2.5% and it was the only value that reached the concentration criteria followed by the value of "Appreciating the individual and group responsibility" which was very close to the concentration criteria where its frequency ratio equals 1.8%, the value of "Self-control and inside supervision" came in the third rank where its ratio equals 1.6% but the lowest frequency values was Maintaining environment and its resources" where its ratio equals only 0.3%.

In order to identify the values of modernity provided ,by the books of communication skills in the third circle classes subject of the study, the researchers have specified the concentration criteria of the values by 2%, where the values of modernity were accounted that were concentrated on it in each book of the books subject of the study, by applying the concentration criteria and returning to table 4 one could notice that while the eighth grade book concentrates on the values of "Encouraging technical innovation" with a ratio of 6.8% and "Appreciating the individual and group responsibility" with a ratio of 4%, the ninth grade book concentrates on only one value that is "Self-control and inside supervision" with a ratio of 2.2% whereas the value of "Appreciating collaborative work and mastering it" was very close from the concentration criteria with a ratio of 1.7%, but the book of communication skill for the tenth grade does not concentration on any value of the values subject of the study, although the values: "Self-control and inside supervision," "Tolerance and brotherhood and renounce terrorism" and "Encouraging technical innovation" were very close to concentration criteria as they came in ratios of: 1.4%, 1.4% and 1.3% consequently.

Discussion of results and its interpretation
Interpretation of the results related to the first question
The book of the eighth grade concentrates on two values of modernity value subject of the study that are: "Encouraging technical innovation" and "Appreciating individual and group responsibility" where they form together a ratio of 10.8% keeping in mind that the ratio of the other values collectively did not exceed 3.2%.

One could notice that the value of "Encouraging technical innovation" is of the values that were concentrated on in the future studies related to curriculum, this coincide with what presented in (Atchaida, 1999, p. 21) where it was said that the student of the age will not only need to be enabled to follow the huge quantity of available information via modern channels but also they need to be enabled to process, organize it, the student should be assigned in different teaching stages to know how to use computers with different types of modern technology.

It seems that the authoring team and the supervision team of preparing the curriculum and the books of Arabic language were affected by the boom of the contemporary electronic renaissance and the overwhelming computing common wave in Jordan, , And in particular that there are methodological directors the matter that contributed to the focus on them; represented in "strengthening computerized communication activities and skills aimed to develop the spirit of scientific research among school students; intent to keep pace with the era of explosion of knowledge, and the information revolution, and adapt to them." (Rawashda 0.2005: 7) , these directors include the things such "students using ICT tools perfectly and safely, ethics in research, analysis, and data processing" (Ministry of Education 2006: 11). Although the special outputs of the eighth grade book focused on the value of opinion and respect of the other's opinion and privacy, and to "respect the speaker and to appreciate divergence of views, and to be polite in dialogue, and not to interrupt while talking and listening" (Rawashda 0.2005: 7), people responsible for authoring this book did not pay attention to this important value. Perhaps the absence of 2 important values for school students during adolescence, namely: "the value of following health rules," and "the value of preservation of the environment and its resources." And poor handling of other important values such as, "appreciating of conflict resolution", and the value of "collaborative work", and the value of "renounce terrorism" is a clear evidence of the random intake of the value system in this book, which is pivotal resource to educate students, and an entrance to the formation of ad valorem system, which governs the conduct of individuals, as well as this book is considered as a laboratory where the students have the opportunity to train and to employ all of their previous experiences to form, and / or to develop language skills; It may also be attributed to the lack of training of the authors of the book on how to analyze texts and to stand on what they contain of concepts, events, experiences and values, and to provide appropriate treatments of the texts to enable students to acquire these values, and to represented it so that it becomes part of the emotional education of the students, more it is necessary to predetermine such target values, and how to choose the relevant texts (Nasr, 1994). The weakness in handling and / or the absence of these values could be attributed to hastiness in preparation modules, and non-observance of the rules of construction, and the vertical integration of the different outcomes.

With respect to the target values in the communications skills ninth grade book which has focused on only one value which is "self-control and internal supervision" where it repeated in (27) sentences of the reading texts subject of analysis with a ratio of (2.2%), while the ratio of the value of "Appreciating individual and group responsibility" has approached the concentration criteria adopted in the study, where the frequency percentage of this value equals (1.7%) , the handling of this value could be explained due to the existence of indications on it in the official curriculum documents (LeLuoh, 2006) ; This value and what it carries of meanings of self-promotion, and formation of positive attitudes towards self are supportive and enhancing factors to build a positive active character, moreover it is considered one of the emotional stability factors of teenager students seeking to achieve themselves, this result of concentration on this value agrees with the findings of the study of Papinean (1993) about the concentration of educational content subject of the two studies on the value of self-control and internal supervision.

It is remarkable that the value of "Encouraging technical innovation" has come in the third rank in spite of the existence of relevant methodological guidelines referred to in the introduction of the three books subject of the study. It is also notable that the value of " Giving opinion and respecting the opinion of others " is not found in the content clearly and concretely, as it appear just only five times despite the confirmation of the methodological directors on it, and that seems so obvious in the text by the sentence "grow in his soul values and positive attitudes towards himself and his family and his religion and his community and his country, including self-confidence, and respect for the opinions of others "(Ministry of Education 2003: 75)

It is remarkable that the value of "the promotion of technical innovation" may rank third came in spite of the existence of relevant methodological guidelines referred to in the introduction of the three-round research books. It is also notable that the value of "opinion and respect the other opinion and privacy" is not found in the content clearly and concretely, not only five times contained although confirmation directors methodological them, and it seems so obvious in the text with the words "grow at the same values and positive attitudes towards

himself and his family and his religion and his community and his country, including self-confidence, and respect for the opinions of others "(Ministry of Education 2003: 75).

Without doubt, the absence of the value of " Appreciating dispute resolution and problem solving, " the value of "Maintaining environment and its resources," and the value of "Maintenance and Investment of time" which is of the supportive values that work together as one force has weaken the enforcement of the value of "self control and supporting it" but this could be attributed to a set effective factors, the most prominent of it is not following specific rules and standard in choosing reading text from shape and content point of view.

With regard to modernity and contemporary values available in the tenth grade communication skills book it was found that this book did not focuses on any value from the values of modernity and contemporary subject of the study, despite the fact that there are a number of these values that were closer in its frequencies and ratios to the adopted concentration criteria, for example, the value of " Self control and internal supervision", value of "Tolerance, brotherhood and renounce terrorism," and the value "Encouraging technical innovation."

It is noted that these values are like their sisters of values system subject of the study are in general very important for the formation of emotional framework, particularly moral one for the students of the tenth grade, which represents a point of transition and transformation of the initial academic preparation to practical life students, and / or the specialized academic preparation phase, that the system of values is considered one of its basic requirements. In spite of its importance in the formation of the student's personality at this transition stage of his life, and despite the confirmation of some educators on the need for the inclusion of these values in the written Arabic language school books (Mansour 0.2005: 6), (Jaradat et al., 1988: 65-67) and (Ministry of Education, 1999) but they did not receive the interest of the people responsible for authoring these books, This may be due to the lack of awareness of some of the authors of the importance of these values and its role in shaping sense of language, and language education among young people. As well as the underestimation of some of these authors of the role of each of the factors and variables surrounding the students to educate and helping them to acquire the relevant language skills and its behavioral indicators; which led to the absence of these important values from the contents of the reading texts that included in the basic tenth grade communication skills book.

As well as this book fell sort from translating what appears of general outputs of the educational system in the Jordanian curriculum based on Knowledge-based economy, including "the practice of the students of their rights and duties, and the demonstration of commitment to lifelong learning, and being responsible and self-confidence and personally independent, and innovative in the research for new ideas, and collaborative with others through group action" (Ministry of Education 2003: 11).

When modernity and contemporary values system were absent from the book of the end basic stage students, a new value with a frequency of (13) have appeared that was the value of "Tolerance, brotherhood and renounce terrorism," where it had been delayed in the books of eighth and ninth grades, the special outputs may also have a role in the visibility of this value as it was reported "grow in is soul values and attitudes through reading such as virtue neighborly relations, humility and respect of work (Mansour, et al., 2006: 6), this refers that the authors were affected with the general atmosphere in the science that relates to the media focus on the issue of terrorism and its effects negative impacts and the need to resist it through the means of education.

Interpretation of the results relating to the second question:
by investigating table (4) to track the results of modernity and contemporary values, it is noted that the three books did not apply the concept of sequence in the provision of modernity and contemporary values; the eighth grade book may outweigh the ninth and tenth grades books in its focus on value "to encourage technical innovation," as well it has handled the value of "Time maintenance and investment," value of " Appreciating conflict resolution and problem solving," value of "Following hygiene rules," and value of "The maintenance of the environment and its resources, " with weak ratios, even some of these values were absent from book to another; as the value of "Following hygiene rules," has been absent from the eighth and tenth grades books, and the value of "The maintenance of the environment and its resources, " was absent from the eighth and ninth grades books.

The value of "Appreciating individual and group responsibility" has appeared in a descending manner starting with the book of the eighth grade book, ninth grade book then tent grade book, also the value of "Appreciating and mastering collaborative work" was handled the matter that enhances the random presentation and handling, and demonstrates the lack of a clear approach to these values and its inclusion in the educational books of communication skills.

The researchers believe that there is a weak ascending sequence across the three books in dealing with the value of "self-control and internal supervision" as appeared in the book of the eighth grade with a ratio of (1%), in the ninth grade by the ratio of (2.2%) while it was declined in the tenth grade as it came by the ratio of (1.4%), and this percentage is the opposite of the expected where it should be replicated in this book higher than in the eighth and ninth grades books, which did not happen. This may be attributed to the authorship and

supervision team did not take into account in ordering the texts in the book the principle of growth, and the sequence in the concepts and values and the level of linguistic outputs.

In light of the comparisons of the frequencies of the values subject of the study in the three books (population of the study) it has been indicated that the only value which achieved a high degree of sequence was the value of "tolerance, brotherhood and renounce terrorism." As it appeared in somehow acceptable ascending manner where its frequency in the book of the eighth grade equals (0.4%) and in the ninth grade book it appeared by a ratio of (0.7%), and in the tenth grade book by a ratio of (1.3%), reflecting the concept of constructivism, and the gradient difficulty in which they are called the principle of sequence in the building and treatment of the educational content that is one of the principles that should be taken into consideration at the building, and / or selection of educational content in textbooks. Although these percentages have not lived up to the concentration criteria in the study, but they are sequential and developing across the three different classes; the adoption of certain texts may have a role in promoting this value, as well as the general atmosphere that was full of concepts of renouncing and resistance of terrorism where these books were authored.

Adopting the principle of the sequence to include the system of values in developed textbooks on the principles and concepts underlying the knowledge-based economy which is mainly adopted to build the developed school curriculum including Arabic language curriculum, which emphasizes on "the need that the outputs should be gradually developed through the stages of study in appropriate ways aligned with linguistic level of the students, the curriculum developers need these s they work on the development of a detailed curriculum at each study document preparation for each class," as well as what is provided by the curriculum document of examples of public outputs sequence (Ministry of Education 2003: 4.13).

When assessing the extent of the commitment of the outputs and the broad lines through the selection and processing of text, it is noted that the communication skills books did not respond well to the general framework of the curricula in its adoption of the principle of sequence as an approach to handle the values of modernity and contemporary through reading texts. Otherwise how could the eighth grade book beat the ninth and tenth grade books in the inclusion of the values of modernity? Even how the tenth grade book is the least in the inclusion of the values of modernity among the books of this circle? Perhaps it was a further proof that these values are included randomly and un-thoughtfully in the various reading texts, and probably did not pay attention deliberately to system of values and did not adopt the principle of sequence and growth, which provides a high degree of coherence between the outputs, and achieves at the same time a suitable degree of readability.

Interpretation of the results relating to the third question:

With regard to the results of the third question, which tried to detect the curriculum and textbooks trends in its focus on the specific modernity and contemporary values; those methodological trends represented in values and beliefs system that affect what arises in the school, in the school curricula of:

Knowledge, skills, and values and purpose of this Knowledge skills, and valuesand the reasons after them.

Returning to the document of the general framework of the curriculum based on the economics of knowledge in basic education, and what does it include of general and special outcomes as well as what is stated in introductions of the books, manuals, and what official written decisions have come that have an executive dimensions because of its supportive links, or illustrated so that declared trends in document curriculum which in turn announces the directed values and beliefs can be accessed; the document, and what it contains of broad lines reflecting a set of values on which planners of curriculum and authors of books is depending on, through the interpretation of methodological references and its linkages (Eisner, 1994).

Since the textbook is a translation of curriculum and its orientations, and as the focus of the study and its population is the communication skills books in basic education stage there should be an analytical closer look to these books; to reach inside it the of value orientations, as well as knowledge of the quality of the values provided in the content of the books; the researchers refer to a number of texts that were full with modernity and contemporary values, and intentionally covered it, and to the other that are free of these values; in order to determine the text methodology, and to link this with the quantitative results that has been reached, the researchers have leaned on certain texts aired in three books throughout the study to reach their goal.

If we know that the population of the study are formed of (2961) phrase, and the eighth grade book accounted (27.4%) of them, and the ninth book formed of a percentage of (41.3%) of the study population, and that the tenth book accounted (31 0.3%) of the study population, the extent of the concentration of modernity and contemporary values is indicated in the eighth grade book and perhaps most frequent of these values in this book was the value of (Encouraging technical innovation), and the value of (individual and group responsibility) as they formed together a ratio of (10.8%); which means that the other values formed a ratio of (3.2%). The ninth book has focused on the value of (Self-control and internal supervision) only; where it came by a frequency of (27) with a ratio of (2.2%). The concentration of these values in the eighth and ninth grades books can be explained by the guiding of the document of the curriculum to need to take into account the variable of values in

the preparation of educational content, and the need to pay attention to the life values that have interactive dimension; these indicators has paid the bulk of its attention to the promotion of technical innovation; in order to achieve the vision of His Majesty the King in his message to those in charge of Education so that Jordan will be a center for (ICT) in the Middle East, the enactment of laws and supporting legislation to achieve this, so that one of the streets of the nearby Yarmouk University Irbid city has entered the Guinness encyclopedia as it is the street with the highest no of Internet cafes in the world.

Perhaps this interest and those directors is reflected in the curriculum documents based on knowledge economies; so it has placed most of its attention to the outputs of (ICT) where the introductions of the three books subject of the study has indicated to enrichment of all modules with computerized activities that help students to earn modern technology skills; "for the development of exploring spirit they have, and living the knowledge revolution and informatics era "(Rawashda ,2005: 7)" so as to use it up to self-learning "(for Leluoh 0.2006: 6), and (Mansour 0.2005: 6), and the Ministry of Education .2006: 11) .

Books subject of the study have devoted special units to this subject units, such as in the eighth grade communication skills book – unit four that was entitled (Global Information Network), the fifteenth unit that was entitled (deep-sea satellite filming), these contents were fully packed with the value of "encouraging technical innovation," where this value appeared by a frequency of (23) in the lesson of (Global Information Network), and by a frequency of (25) in (deep-sea satellite filming) so that these two lessons form a frequency of (48) out of (73) the total of frequencies this value obtained in the three books together, the eighth grade book has came first in its concern of the value of "Appreciating individual and group responsibility," where it appeared in the unit (human rights), and the unit of (just Imam) and by a frequency (24) representing (50%) of the total frequencies got in the three books combined.

The existence of methodological indications here and there in the book of communication skills eighth-grade explain more than other these values , perhaps because this book is authored before ninth and tenth grades books so it won the concentration and attention of the authors; it may be due to the aura and momentum of the new development, and the passion of the authors have a role in the emergence of this value, which breached the sequence so it become very weak in the books of the last two classes. In contrast, there are four units in the eighth grade book accounted for a total of (97) sentences with a ratio of (23%) of the book sentences have not received any value of modernity and contemporary values. The fourth unit in the communication skills tenth grade book entitled the future reader focusing on knowledge explosion and electronic publishing and freeing the reader and the publisher from supervision and encouraging technical innovation and it appeared in the lesson with 8 frequencies out of 13 frequencies.

The second unit of the book communication skills ninth-grade book entitled (Message of His Majesty the King to his sons the students) have focused on a set of values, including the value of "mastering work", and "encouraging technical innovation," and "renounce terrorism" and "respect for others", a message directed directly to students from the highest authority in the state representing these values; this unit has included five of modernism and contemporary values that formed a frequency of (25); where the value of "tolerance, brotherhood and renounce terrorism" received a frequency of (9) , and the value of "the promotion of technical innovation" received a frequency of (7), in contrast, there are four units in the ninth grade book formed (360) sentences with a ratio of (29%) that did not include any value.

(Amman's Message) in the communication skills book of the tenth grade came to focus on the values of "brotherhood, and respect for others" and renounce terrorism," "moderation," "appreciating individual and group responsibility"; this unit has included six of modernity and contemporary values with a total (24) frequencies where the value of "tolerance and brotherhood and renounce terrorism" has (9) frequencies, and the value of "dispute resolution" has (8) frequencies. in contrast, there are six units in the book of the tenth accounted for a total of (289) sentences of total book's sentences that did not include any modernity and contemporary values, it is noticeable that the two units (Amman Message, in the tenth book) and (message of His Majesty the King to his sons students in the ninth grade) has together provided (18) frequencies of the value of "tolerance, brotherhood and renounce terrorism," out of (24) frequencies in three books combined. This reinforces what researchers went to that directed content that carry the aura of the Magisterial, and reflect the official and the people position of the issue of terrorism which has an effective role in the containment of such values, and in view of these ratios and its volatility, and the absence of modernity and contemporary values from fourteen units accounted for a total of (746) sentences representing (25%) of the sentences subject of the analysis, though the absence of modern and contemporary values, and not included in these units to denote that the values have not been addressed in the developed books in a scientific way, and did not rely on foundations and specific standards in this regard.

Although the communication skills books of the third circle had worked hard to translate the recommendations, and transmitted indicators in what is what so-called the curriculum (written), or (official), but it failed to translate those indicators in a planned methodology to verify the sequence advocated by Eisner (1994); the results revealed weakness in the planning for a modernity and contemporary values; as one value, or two

values have earned the most available ratio of concentration, and the fluctuation of its presence from the book to another; the sequence did not achieved in any value of the ten values except in the value of "tolerance, brotherhood and renounce terrorism," even though it did not reach to the concentration criteria. Therefore there were not any followed practical methodology to achieve the sequence; but t may be noted that there is a hidden ideology, and methodological directions that has made the focus concentrated on the value of "Encouraging technical innovation," and attention with the value "appreciating of individual and group responsibility", and the value of "self-control and internal supervision", represented in official texts adopted in the content of these books, such as a text (message of His Majesty the King to his sons students), and text (message Amman), and text (human rights), and to promote this with two texts focusing on encouraging scientific innovation and computing, namely text (global Information Network), and the text (future reader). Thus, it is noted that the books may follow a traditionally random path; and that happened by searching for attractive addresses of topics regardless of what can include of contents, and the authors disinterest in the analysis of the contents of the texts for the purposes of verification of the availability of special standards of the goodness of the educational text for the purposes of teaching reading, and most importantly identifying the type values involved, and the degree of repetition in the text reading assessments for students in the third basic circle, to check the extent of the sequence and the horizontal and vertical integration of values throughout the study.

Recommendations and proposals

In light of the findings of the study, the researchers recommend the following:
1. Invite Arabic language teachers to focus on modern and contemporary values in teaching Language positions in general and especially reading, and consider it one of the most prominent outputs of teaching Arabic reading texts.
2. Reconsider some of the contents of the books (communication skills) for students of the third circle, especially the Book of tenth grade to include absent values from the system of modernity and contemporary values , and taking into account the principles of integration and sequence and the principles of self and formative learning in dealing with these values.
3. The adoption of an ad valorem specific guideline adopted by the authors of the Arabic language books in the selection of reading texts
4. and processed, and organized in units.
5. The need to focus the subject of university courses on values subject, so that it takes an appropriate space in the research faculty in the educational colleges, as well as directing graduate students to take care of this matter in search and survey.

The study references

Abd EL-Halim, A, M, (1999), Values education in the Arab education systems and a working paper presented at a conference of education and values in a changing world, Cairo: the world of books.

Al Anani, H, (1999), Child-rearing programs and development planning Amman. Dar Al Safa.

Allan, C. Ornstein & Francis p. Hankins, (2002), Curriculum foundations, principles and issues, London.

ALSheikh, O, H, (2001), Evaluate curricula and textbooks program, the fifth report of a series of studies for Educational Development Program, Amman the National Center for Human Resources Development,.

Arthur, Foshay. (1688), Untitled paper presented at Professors of Curriculum Meeting, Chicago.

Attchadia, Donna & Stron, Marvin and McKenzie, Florina, (1999). Prepare students for the 21st century. Translation: Da'dor, Mohammed &, Ibrahim, Cairo: the world of books

Azroff, B., & Mayer, G. (1977). Applying behavior analysis procedures with children and youth. New York: Halted Rinehart and Winston

Conle, C. (2000),The thesis narrative, journal of inquiry, 30, 2,.

David, Purple, (1989).The Moral and Spiritual Crisis in Education .New York,

Eisner, E. (1994), The Educational Imagination. New York: Macmillan.

Heacox, D. G (1997). Dialogue in the spirit of inquiry Leadership, communication strategy, Community Building. Unpublished doctoral dissertation, university of Thomas, Dissertation Abstract International order, 9809602.

Jane, I, (2005), live In My Own Bubble: the Values of Talented Adolescents. Journal of Secondary Gifted Education,6(2), , 106-118.

 Jaradat, I, & Farah, W & Hijazi, R & Mohammed I and Bermamet, T, (1988), First National Conference for Educational Development, Teacher Journal, 29 (4.3)Ministry of Education, Jordan,.

John, D. Mm Curriculum A Comprehensive Introduction. Third edition,Boston Toronto: Little Brown and company, 1985.

Lalouh, O, & Hayek, H & mana, A & Shahwan, W, the Arabic Text books communication skills 9th grade, Ministry of Education, curriculum and textbooks management. 2006.

Laqqany A, & Mohammed, f, (2001), Education curricula between reality and the future, Cairo. The world of books,

Mansour, Z & Ali, F & Kawaldah, A, & Al - hddad, A- K, and Alnoaash, H, (2005), the Arabic Text books communication skills 10th grade, the Ministry of Education: Curriculum and textbooks management.

Media, S., & Suat, (2008),An Investigation of Devotion to Democratic Values and Conflict Resolution Abilities: A case of elementary school student Educational Science: Theory and practice 8(3), ,183-192.

Miqdadi, M, F, (1997) Analytical study of the educational values in Books in Arabic reading in the primary stage of education in Jordan between the observed and expected, Journal Derasat, the University of Jordan 24 (1), 59-70.

Morbid, A,(1985) A comparison of the values Systems of Lebanese Christian and Muslim Men and Women, The Journal of Social psychology 125(6), 781-782.

Naamnia, S, (1997), the availability of social values in the Arabic language books in the ranks of the third episode in the core stage and the extent of its importance from the point of view of teachers, unpublished Master Thesis, Yarmouk University, Irbid..

Nasr, H, (1994), A skills analysis of educational content for the purposes of organizing the teaching and learning processes in the Arabic language teachers in Jordan, Yarmouk research, a series of Humanities and Social Sciences,10, 2, , 361 - 415.

Papinean, R.F (1993).A comparative study of the values freshmen and senior by degree in University Setting Doctoral Dissertation Abstract International, 53.(7),2228.

Rawashda, S & musais, A & Badawi, A and Jradat, O, (2005) the Arabic Text books communication skills 8th grade, Amman, Ministry of Education curriculum and textbooks management,

Shaaban, S, Z, (2005), language life applications In Arabic Text books of Basic Eeducation In Jordan, PhD thesis, Faculty of Graduate Studies, University of Jordan, Amman, Jordan.

The Ministry of Education, (2006), Teacher's Guide to the Arabic Text books communication skills 10th grade Amman: Curricula and textbooks management,

The Ministry of Education, (1999), Law No. (3) for the year 1994, Teacher Journal,   39 (3.4), 6 - 21.

The Ministry of Education, (2003), General framework of the curriculum and calendar, Amman: curricula and textbooks Directorate,.

To'eima, A, R,.Analyses content in the humanities. Cairo House of the Arab Thought, 1987.

Zubairy, A. (1994). Multicultural Literature in the Primary Curriculum: A Survey of Themes, Values and Goals. Dissertation Abstract International, A54 (8), 2879.

The IISTE is a pioneer in the Open-Access hosting service and academic event management. The aim of the firm is Accelerating Global Knowledge Sharing.

More information about the firm can be found on the homepage:
http://www.iiste.org

CALL FOR JOURNAL PAPERS

There are more than 30 peer-reviewed academic journals hosted under the hosting platform.

Prospective authors of journals can find the submission instruction on the following page: http://www.iiste.org/journals/ All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Paper version of the journals is also available upon request of readers and authors.

MORE RESOURCES

Book publication information: http://www.iiste.org/book/

Academic conference: http://www.iiste.org/conference/upcoming-conferences-call-for-paper/

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digtial Library , NewJour, Google Scholar