A comparative study between the first generation curricula and the second generation "curricula in the Arabic language book for the fifth year as a "model

دراسة مقارنة بين مناهج الجيل الأول ومناهج الجيل الثاني

كتاب اللغة العربية للسنة الخامسة ابتدائي" أنموذجا"

Bouzidi Zohra [1,*], Debabi Boubakeur[2],

[1] The quality of expertise of special programs in education, air conditioning, University Kasdi Merbah Ouargla (-Alger), bouzidizohra201930@gmail.com

[2] The quality of expertise of special programs in education, air conditioning, University Kasdi Merbah Ouargla (-Alger), d.boubakeur@gmail.com

Summary:

The study aimed to compare the first-generation curricula and the second-generation curricula by presenting the similarities and differences between them, what distinguishes them from the first-generation curricula, the reasons for their appearance, presenting a comparison between the Arabic language books for the fifth year of primary school, the first -generation curricula and the second-generation curricula, clarifying the points of change that affected this book, and presenting the negatives of the new reforms. Which was an obstacle to its implementation, such as the lack of training of supervisors, the ambiguity of the prescribed curricula, and the failure to take into account the privacy of society.

Keywords : first generation curriculum, second generation curriculum

ملخص:

هدفت الدراسة إلى المقارنة بين مناهج الجيل الأول ومناهج الجيل الثاني وذلك بعرض أوجه التشابه والاختلاف بينهما وما يميزها عن مناهج الجيل الأول ودواعي ظهورها وعرض مقارنة بين كتابي اللغة العربية للسنة الخامسة ابتدائي مناهج الجيل الأول ومناهج الجيل الثاني وتوضيح نقاط التغيير التي طالت هذا الكتاب وتقديم سلبيات الإصلاحات الجديدة التي كانت عائقا في تطبيقها مثل غياب تكوين المؤطرين وغموض المناهج المقررة وعدم مراعاة خصوصية المجتمع.

الكلمات المفتاحية: مناهج الجيل الأول ؛ مناهج الجيل الثاني؛

I- Introduction :

Development in various fields is considered as an urgent matter for progress and achievement in all aspects of life. The education sector is concerned with change and seeks for development, in order to build a conscious learner capable of contributing to the advancement and prosperity of society.

The importance of the curriculum in the educational system is as important as the educational process, as it is one of its elements. The curriculum is based on the philosophy of society, its cultural heritage, and its economic system.

The development of the curriculum is an absolute necessity as it is one of the pillars of educational work, and the way to achieving goals of the educational system. Our country, Algeria, was among the countries that realized the necessity of subjecting its curricula to development, so the educational system witnessed multiple reforms. This reform includes everything related to scientific work, including programs, books and curricula, due to correcting shortcomings and gradually increasing the tax until it reached teaching with competencies in the first generation, which are specialized in the academic year 2003/2004..In view of the negatives

that appeared in these curricula and the criticisms that were directed at them, such as poor returns, program density, and weak framing, it became necessary for these curricula to be evaluated for modification and change. The result of this evaluation stand was a new educational reform, called the second generation curriculum, which began to be implemented in the 2016/2017 academic year, and it affected primary and intermediate education at that time. It was limited to the first stage of the two stages (primary and intermediate), and based on the importance of Educational curricula and their role in the formation of the individual and the development of society as a whole. This study came in which we chose the Arabic language book for the fifth year of primary school as a model for the study, in order to discuss through it the differences and similarities between the content of the book in the first and second generations, and what is the addition that the second generation curricula brought in Arabic language book for the fifth year of primary education, and we will try to answer the following questions:

- •What are the first generation curricula and what are the second generation curricula?
- •What is the criticism directed at the first generation curricula?
- •What are the reasons for the emergence of second generation curricula?
- •How did the change appear in the second generation curricula through a comparison between the content of the Arabic language book in the first generation curricula and the second generation curricula?

1 -The curriculum:

The curriculum is defined as "the general, comprehensive plan for the total educational situations (experiences) that the school prepares for its students, inside or outside it, under its supervision, with the intention of them drawing on these experiences and interacting with them, and from the results of this contact and interaction, learning occurs, which leads to achieving the comprehensive growth of the students, which is the goal." The highest and most general purpose of the educational-learning process" (Taaima, 2011, p. 15).

It is also known as everything that the school provides to its students in order to achieve its major mission in building human beings according to limited educational goals and a sound scientific plan, which helps in achieving their comprehensive growth physically, mentally, socially, and spiritually (Al-Titi et al., 2013, p. 245).

The curriculum includes all the formative processes that the student contributes to under the responsibility of the school during the learning period, that is, all the indicators that will enrich the learner's experience during the designated period. (Hathroubi, 2017, p. 26).

As for the general reference for curricula, the following concept of the curriculum was stated: "The curriculum refers to all organized educational experiences, and all the influences that the student may be exposed to under the responsibility of the school during his formation period. This concept includes the learning activities in which the student participates, the methods and means used, as well as the approved calendar" (Hathroubi, 2017, p. 26).

Accordingly, the curriculum is the method through which education can achieve its goal of obtaining a successful learner capable of keeping pace with developments occurring in all aspects of life.

The concept of first generation curricula: They are curricula based on the competency approach and came into effect during the 2003/2004 academic season.

In view of the criticisms directed at these curricula, including weak framing, poor returns, and the density of the programs, new reforms came, resulting in what were called second-generation curricula.

The concept of the second generation curricula: They are improved curricula based on the competency approach and entered into implementation for the 2016/2017 academic season.

It is defined as "a qualitative leap compared to the first generation, in which knowledge and skills were not pre-defined, because the new curricula carefully define terminology and unify the skills and knowledge required to be attained by the student, and also involve the latter

in the educational process to be an effective element in it, while the professor has a role in creating Solutions to the problems at hand." (Ibn al-Said Boni and Halfayat Dawud, 201: p. 78).

The process of developing curricula is necessary in view of the constant change of events around us, and in view of the progress of societies. Therefore, the process of improving curricula is an inevitable and obligatory process that keeps pace with changes, and its improvement can be done either by addition or deletion, and also by developing books, and building appropriate tests with applicable standards and indicators.

Therefore, these curricula are subject to principles in their construction that must be taken into account in order for them to achieve their goals.

- Principles of building second generation curricula:

A - The principle of comprehensiveness: Curricula cannot be built year by year, but rather based on a unit such as the stage (primary education, for example).

B - The principle of harmony: Harmony should be sought between the various components of the curriculum, which includes the selection of educational objectives and situations, the approved study plans, the proposed methods, documents, and activities, and appropriate evaluation strategies. These strategies and objectives should also serve the desired harmony.

T - The principle of applicability: The possibility of applying curricula must take into account the conditions established for their implementation: the abilities and needs of the students, the allocated times, the provision of learning methods, the methods of organization, and the level of training of teachers.

D - The principle of readability: The wording of the curricula must be clear, simple and understandable. We should also avoid artificial or fancy terminology, and avoid preparing additional documents to facilitate understanding and use of the curricula by teachers.

C - The principle of evaluability: We must consider the issue of evaluation at the department leadership level and follow up on the progress of students' learning. The nature of the evaluation of learning situations, activities, and learners' results must appear in the curricula at all stages of learning, in addition to proposing tools and methods.

H - The principle of relevance: This principle emerges first in the degree of suitability of the training objectives in the curricula and educational needs. This means bringing education closer to the natural, social and cultural surroundings, and meeting human and social needs.

3- Reasons for the emergence of second generation curricula:

It is universally recognized that school curricula, as a whole, formative curricula are not static. Rather, they must be periodically subject to control and correction, which is considered a normal matter in the management of curricula, and sometimes to comprehensive change in response to new social requirements in the field of education, or to reconsider its validity, and the educational system is determined. The reasons for changing its curricula are as follows:

• The constant increase in knowledge and rapid technological development makes this knowledge more ineffective than it was in the past.
• The emergence of new needs in our society, new aspirations in the field of education, and society's insistence on quality.
• What globalization imposes on the economic field, which has become difficult to overcome (Framework of Reference for Rewriting Curricula, p. 2).

Curricula are subject to change and improvement according to developments that occur in all aspects of life. The second generation curricula are characterized by:

• A vision that aims to achieve the graduation feature of a comprehensive goal anchored in social reality that includes values related to social and professional life.

- A social constructivist educational model that places social constructivism at the forefront of methodological strategies.
- The approach is based on competencies and problematic learning situations of a social nature, drawn from life frameworks.
- Evaluation as an actual educational tool that is concerned with the corrective and approving functions by evaluating paths and competencies.

4- Components of the curriculum:

The curriculum consists of the following:

Objectives: which should be determined or formulated to suit the needs and abilities of students on the one hand, and the demands and needs of society on the other hand. (Bin Al-Said Bouni and Halfaya Daoud, 2018).

Contents: Which includes a set of facts, concepts and instructions that are requested to be provided to students, as well as the attitudes and values that are intended to be developed in them, and finally the skills that are intended to be imparted to them with the aim of achieving comprehensive and integrated growth for them in light of the agreed upon educational objectives.

Teaching and learning activities: which students should go through inside or outside school under the supervision of their teacher with the intention of facilitating the learning process and achieving the desired goals.

The primary education stage is the first pillar for building the learner's personality, so attention to this stage was necessary.

In the context of talking about the second generation curricula, it is okay to know the most important terms mentioned in these curricula:

Competence: It is the ability to successfully recruit an integrated set of knowledge and skills in the face of problem situations. It is the ability to act based on recruiting and successfully using a set of learning resources (acquired knowledge, good behavior, values, abilities and ideas, personal attitudes, all problem situations with significance) (Abdel Samad, 2017, p. 4).

Graduation profile: The graduation profile of the stage consists of the total comprehensive competencies of resources, and the comprehensive competencies of resources are extracted after determining the graduation profile (First Regional Forum, 2015, p. 1). Are they resources or materials?

Resources: They are the resources needed to build competencies, consisting of school and non-school knowledge, values, attitudes, etc. (Ministry of National Education, 2017, p. 20).

Competency components: They are extremely important, aiming to detail the aforementioned competency so that it becomes effective in the learning process. It is based on controlling cognitive contents and using them to solve problem situations, and contributes to the development of the values and incidental competencies appropriate to this competency in general.

5-What is new in the second generation curricula?:

What was introduced in the second generation curricula is to bring about a change in the educational practices of teachers in line with the principles of the competency approach, which focuses in its entirety on integration, that is, the integration of learning so that the learner in complex educational and learning situations can employ his learning or acquisitions in an integrated manner to solve the problem or answer the question. In this type of situation (problematic situation), the organization of the structuring of the subjects in the curriculum took a clear, sequential form. It took a clear, sequential form (dividing the contents of the subject into fields, each field ends with its final competency, and the sum of the final competencies of the fields constitutes the comprehensive competency of the subject. The sum of the comprehensive competencies of the subjects constitutes the learner's graduation profile from the level).

In addition to adopting the three competency components in consolidating the gains, which are the cognitive component, the methodological component, and the value component, the latter of which has been given special focus as it represents the value aspect of learning, which is an aspect that was missing in educational practices previously.

6- Criticism directed at the second generation curricula:

 "Similar to previous reforms, the educational community witnessed intense debate and widespread debate about these reforms

The first indications of this discussion and debate were related to the permissible size of the subjects, and the inclusion of improvements without compromising the essence of the educational system, the structure of the subjects and their permissible size" (Ben Karima, 2018, p. 21).

As stated in an interview by Professor Ali Owahida in the Arab Creativity Forum, "Our adoption of educational reform with competencies as a new, ambiguous and ambiguous term has made those supervising this reform incapable of employing this approach in a scientific manner, which the teacher can employ in his daily activity with learners, and this clearly indicates that The curriculum preparers did not take into account the reality and specificity of the Algerian school, the level of supervisors of the educational process, and their experiences in the field, including teachers, directors, and inspectors, on the one hand, and they did not explain the approach they came up with, on the other hand. The main axis and backbone of every educational system is the teacher, and without consulting him, there is no Any reform succeeds, the standard does not rise, and the school does not improve.

Although most teachers are university graduates, this is not enough. The teaching-learning process has its own techniques, skills, knowledge, and experiences that university graduates do not know, regardless of their level. They must be functionally trained, because the teacher who does not know the nature of the learner, his mental and cognitive level, and has no methods. Providing an educational activity, but he does not understand classroom management techniques and skills, and he does not make good use of the means available to him, he cannot in any way succeed in his endeavor, no matter how much effort he makes.

Because education is a craft that has its own foundations, techniques, and skills that can only be acquired through effective functional training, not just scientific training" (Ali Owahida, 2016).

7- Comparison between the first generation curricula and the second generation curricula:

To talk about the comparison between the two curricula, we need to define the elements of comparison, as these elements represent the structured concepts of the curriculum. By reading the two curricula, we arrived at a summary of the comparison in the following table:

 Table No. (01): Comparison between first generation curricula and second generation curricula

Elements of comparison	First generation curricula	Second generation curricula
The pedagogical approach	The competency approach: means calling on a set of cognitive abilities in an unintegrated manner to address learning situations.	The competency approach: which means employing learnings in an integrated form to solve problem situations that are significant to the learner.
Entrance	Learning activities: Focus on applied activities that enable the transfer of cognitive gains into addressing school learning situations.	Problematic situations for the learner: Focusing on situations of a social nature deduced from the frameworks of life that the learner lives.

Calendar	Highlights the importance of : the three functions of evaluation: diagnostic, formative, and summative. -Develops higher abilities such as problem solving	- Calendaring is a real learning tool. - It is concerned with the amending and approving functions by Calendaring paths and competencies (the path is as important as the result).
Structuring the material	It is structured according to basic concepts organized into conceptual fields	The material is structured on the basis of concepts selected according to their integrative ability and organized into fields.
The level of understanding the concepts	The levels of understanding were determined according to the level of mental maturity of the learner, his educational stage, and his prior achievements.	The concept levels were determined based on the expected difficulties when practicing the teaching and learning process.
Cognitive contents	The contents were organized in the form of more interconnected knowledge to serve the conceptual field	The contents were organized in the form of cognitive, skill and attitudinal resources to build competence

Through the above comparison, we find that both the first generation curricula and the second generation curricula are based on the competency approach as a teaching strategy, but the second generation curricula included improving and modifying the shortcomings in the first generation curricula, and the modification focused especially on educational practice and on structuring the curriculum, as The consideration in the second generation curricula was to employ knowledge in problem situations derived from the social reality of the learner, which gives meaning to the learning that he acquires in school, and from there he finds meaning in it in his life, as it allows him to act according to what he has learned, and the structure of the academic subjects took the form of fields Interconnected in the service of the comprehensive competency of the subject, evaluation has come to embody the analytical, diagnostic function and the modifying function of the teaching-learning practices of professors, instead of only the judgment and evaluation function that it represented in the first generation curricula.

7-1 Comparison between the Arabic language book for the fifth year in the first generation curricula and the second generation curricula:

In order to clearly determine the impact of the comparison between the two curricula, the researcher decided to adopt the Arabic language book for the fifth year as a model for inferring this comparison, according to the following steps:

Definition of the textbook:

Both Girard and Rogers define it as "an intentionally constructed publication that is integrated into a learning process, in order to improve the learner's effectiveness. It has many distinct characteristics. It performs different functions related to instruction. It is based on different learning objectives. It suggests different types of activities that are believed to serve the learning process." Learning" (Ben Yakhlef, 2019, p. 144).

The textbook is the means through which information and knowledge are delivered to the learner, and it is a necessary tool in the educational process.

The importance of the textbook:

The educational system has given the utmost importance to the textbook as the vessel that includes content and through which the educational process takes place. The textbook has included reforms in the second generation curricula to suit the spirit of reform in the curriculum and respond to the amendments that led to the existence of the second generation curricula. To learn about these reforms, we present a comparison. Among the Arabic language books for the fifth year of primary education in the first and second generation curricula:

First: Comparison in terminology:

The term competency was used in the second generation curricula, where competency was represented in two types: summative competency, which means one of the fields of the subject, and comprehensive competency, which means competency of the subject in all its fields. Also, the term learning objective of the activity took on a meaning linked to the final competency, as it represents a level of its development, so it enters Within the process of growth in competence from the first lesson in the field to the last lesson in it, as for the first generation curricula, what was known as the learning goal, which is divided into a final goal that is reached at the end of each semester and a final goal, which is a group of final goals that are achieved at the end of the school year. It represents the final exit feature for the learner.

• The term unit and the term section:

In the first generation curricula, the group of lessons and activities that are given to the learner is called educational units and they are covered during the school season. They are not fixed, as we find that they change every month.

As for the second generation curricula, the term "mazatta" has become dominant and the "mazatta" is defined by a month, the last week of which represents the incorporation of the segment, where the content is divided into eight segments.

Second: Comparison in terms of activities and fields:

The eight activities for the first generation are distributed as follows: written expression activity, oral expression, dictation, morphological and grammatical rules, text study, directed reading, archives, and written exercises. The educational unit is covered over three or four weeks, followed by the previous activities.

In the second generation, eleven activities are covered during the week (the educational unit), which represents a third of the educational section, in addition to a fourth week concerned only with completing integration activities and completing the project, and it is called the Support and Integration Week.

The second generation curriculum book includes reading texts and a set of grammatical and morphological activities, while the first generation curriculum book contains reading texts only.

On the other hand, the second generation curriculum books support the texts with exercises and activities in order to develop the learner's skills.

The reading book in the second generation curricula came along the same lines as the rest of the books for other subjects, after an evaluation review of the first generation curricula in general, and then the first generation books were written, including the reading book, so that the book would be more appropriate and of higher quality and more harmonious and consistent with the amendments included in the curriculum with its various elements. The book contains a variety of texts and methods, with content that responds to the inclusion of inclusion as a main principle of the competency approach.

Through this comparison between the learner's book for the Arabic language in the fifth year between the first and second generations, we find that the book remains an important educational tool for the learner, especially as it embodies the amendment and improvement approved in the curriculum, which reaches the learner through restructuring the book's content and output in accordance with these amendments, so that The field judges the extent of its effectiveness through the educational return, which gives the amount of quality and access to the desired goals of the educational process, including the outcomes embodied in the learners and the extent of their conformity with the desired goals.

Conclusion :

Finally, it can be said that the Algerian state has paid great attention in recent years to its educational system, and for this reason it has undertaken a set of reforms that affected this sector at all levels, and the second generation curricula were the result of these reforms, as they corrected the shortcomings and gaps that existed in the first generation curricula. This reform included all elements of the educational process, and the textbook had the largest share of it.

Despite the positive aspects of the second generation curricula, they are not free from criticism. Especially with regard to the size of some subjects at the expense of other subjects, in addition to the problem of educational evaluation and not subjecting it to experimentation, as well as the absence of coordination, planning, and then implementation. All of these shortcomings, according to the opinion of specialists, must be studied more extensively and in-depth in order to achieve the desired goals of the curricula. second generation.

- Referrals and references:

- Paper edited book:
• Bin Al-Said Boni Sarab, Halfaya Daoud Wafa (2018), Guide to Using the Sunnah Arabic Language Book for Third Primary Education, National Office of Publications, Algeria.
• Rashid Ahmed Taima, (2011). The contemporary school curriculum: foundations, structure, organizations, and development, 2nd edition. Amman: Dar Al-Maysarah.
• National Curriculum Committee, (2009) Methodological Guide for Curriculum Preparation, Ministry of National Education, Algeria.
• Muhammad Al-Saleh Hathroubi (2017). Pedagogical guide for the primary education stage. Ain Melilla, Algiers, Dar Al-Huda.
• Muhammad Al-Titi et al., (2013). Introduction to Education, 4th edition. Amman: Dar Al-Maysarah.

Hard copy article:
* Al-Ayfawi, H. Mazza. (2018). Readings in the second generation curricula for teaching the Arabic language at the primary level. Al-Nasa Magazine, No. 08.
* Ben Karima Bouhafs, (2018). Transitioning to the second generation curricula of teaching with competencies in Algeria: necessity or choice? A / Higher Normal School, Ouargla, Algeria. An article published in the Journal of Humanities and Social Sciences, Issue 36, Page 21.
* Abdel Qader Abdel Samad, (2017). Second generation curriculum terminology, Sheikhi Abdelkader School, Tlemcen.

Forums:
• Ali Ouhida (2016), Arab Creativity Forum, Djelfa.

Theses:
• Bin Yakhlef Muhammad, (2019) Critical thinking skills in the textbook, an analytical study of the questions of educational and assessment activities in the textbook for natural and life sciences, first year of secondary school, common core of sciences, Abu Al-Qasim Saadallah University, University of Algiers 2 A dissertation submitted to obtain a doctorate degree for M. D major in Educational Sciences.