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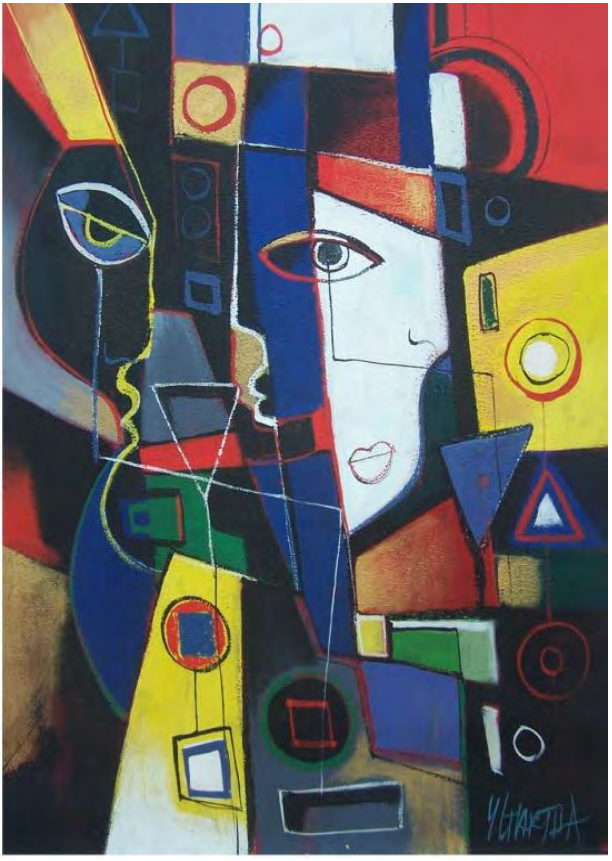

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The Reality Of Teaching Practices In The Light Of The Theory Of Learning Based On The Brain Teachers And Teachers Of Arabic Language

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Abstract

The study aims to identify the reality of teaching practices in the light of the theory of learning based on the brain for teachers and teachers of Arabic language. The sample of the study consisted of (50) teachers and (40) teachers for primary schools. The results showed no statistically significant differences between the mean responses Sex variable. In light of these results, the researcher recommended focusing on the development of Arabic language teachers on the skill of creating a classroom environment that enhances the characteristics of learning based on the brain and encourages students to achieve learning goals by taking advantage of the characteristics of the hemispheres and employing Arabic teachers for brain dysfunction

Keywords: teaching practices, brain-based learning theory

La Realidad De Las Prácticas Docentes A La Luz De La Teoría Del Aprendizaje Basada En El Cerebro Maestros Y Profesores De Lengua Árabe

Resumen
El estudio tiene como objetivo identificar la realidad de las prácticas docentes a la luz de la teoría del aprendizaje basada en el cerebro para profesores y profesores de lengua árabe. La muestra del estudio consistió en (50) docentes y (40) docentes de escuelas primarias. Los resultados no mostraron diferencias estadísticamente significativas entre las respuestas medias Variable de sexo. A la luz de estos resultados, el investigador recomendó centrarse en el desarrollo de los profesores de lengua árabe en la habilidad de crear un ambiente de clase que mejore las características del aprendizaje basado en el cerebro y aliente a los estudiantes a lograr objetivos de aprendizaje aprovechando las características de hemisferios y el empleo de maestros árabes para la disfunción cerebral

Palabras clave: prácticas docentes, teoría del aprendizaje basada en el cerebro

Chapter One:
Research problem:

Studies have shown that the failure of most students is not due to a lack of inherent ability to learn, but because their learning style and thinking are largely ignored in the classroom (Al-Rushoud, 2011: 177).

And provides an educational environment within classrooms while teaching Arabic language materials to students that will provide the necessary conditions for teaching Arabic. It has been found that there is a separation between teaching Arabic as a concept and teaching it as a language of mind. We need creative students who need a teacher For functions of the two hemispheres,

Therefore, the Ministry of Education should be concerned with the development of the teacher and his training according to the latest educational theories, including brain-based learning theory for its great importance in diversifying the methods and activities of teaching (Hribi 1999, c), helping them to construct mental models of learners by observing and understanding the links within the brain and how to link The new knowl-

edge of previous knowledge (Al Rushoud, 2011: 177).

Science that is concerned with the best way to learn the brain will be a revolution in learning and a movement that will help reach all students better. Teachers are now benefiting from brain research in helping them organize material based on real experiences and teaching methods that advance thinking and This type of learning provides frameworks for the teaching and learning process, helps explain the learner's behavior, and makes the teacher relate learning to the students' experiences in their reality (Al-Rashoud, 2011: 172).

However, there is little empirical research that has been used in the field of Arabic. Hence, the research sought to urge not only the content of the study, but also the context in which the content is presented with the objectives of teaching the Arabic language to prepare the students of the Arabic language. Therefore, the researcher sought to investigate the reality of teaching practices in light of the characteristics of brain-based learning for teachers and teachers of the Arabic language.

research importance:

Arabic is one of the widest and most remote of the island languages, and the Arabs are the most prominent people and their languages speak the best languages (Dulaimi, 2004: 17). It is one of the most accurate languages of the perception of what is under the senses, and most of them flexibility of their ability to derive, influence and impact, and these features as well as the language of the Koran, which has strengthened and make them more stable and firm made it the language of absorbing variables and civilizations in all forms and colors and dimensions, The Arabic language is a treasure trove of science, literature and arts. The French orientalist Henry O'Siel said that in order to develop education in France, Arabic should be the second language so that the French student learns from Arabic the depth of thought. (Waeli, 2004, p. 20) The world has witnessed a wide-ranging knowledge explosion in all areas of humanities and information technology. In response, the development of teaching and learning, focusing on the learner as the focus of the educational process and the search for new methods and strategies for teaching has become a basic and important requirement. (Ali, 2013: 50). Knowledge and skills are the keys to success, and it is the outstanding teacher who can use effective methods of education and this is the key to access to high quality standards.

Therefore, it is necessary to search for teaching methods and strategies suitable for the work of the brain and its functions; to use them to facilitate

the processes of education, so that the process of education is acceptable to learners and proportional to their thinking and interest (Abdelkader, 2014: 113).

And that the educational process is linked to the theories of learning and educational applications, and from these theories, the theory of learning based on the brain, which is concerned with how the brain and the mechanism of processing information, it depends on the results of scientific research of the brain, the latest research indicates that the human brain consists of two aspects each process The right side of the brain is concerned with the composition of images, ideas and imagination, produces and tastes art, and controls the sense of intuition and senses the sensation, while the left side is concerned with analysis, logic, language, arrangement, organization and precision D, 2011 AD: 2, and Eid, 2009 AD: 2)

Brain-based learning is a framework for thinking and learning, and brain-based learning has been formed in the light of research-derived research. This is scientific and neurological research. It is also used to improve students' memory, to enhance learning, and to achieve success (Ali, 2013: 53).).

There are many studies that confirm that the way the brain works makes it easier for students to learn knowledge, leading to pedagogical and pedagogical processes to be more precise and simple (Horses, 2013: 51).

Using them in educational practices and meeting the needs of learners is an integral part of current research in modern educational literature. Their results have helped to learn more about how students learn and how the brain works during learning. It enriches teaching practices and changes them. New practices for learning, teaching, reading and remembering, as well as a differentiation in learning learning programs aimed at students with different abilities that can help them to increase achievement and success. (Hassanein, 2011, 112)

With every new experience, excitement or behavior, the brain regulates itself and changes its delivery network. When the brain receives a stimulus of any kind, communication between the cell and the cell activates. Once the stimuli reach the brain until the process begins, the stimuli for the brain may be internal, Or external (via the senses) and then store the stimuli and address at several levels and thus the potential capacity of long-term memory is formed (Gaji, 2013: 125).

The importance of this research lies in:

1- Arabic is the language of the Holy Quran.

2 - The Arabic language is the most accurate language of perception of

what is under the senses.

Brain-based learning is critical to the diversification of teaching methods and activities.

4 - Objective of the research: The current research aims to:

Teaching practices in the light of the brain-based learning theory for teachers and teachers of Arabic language.

Search limits: Restrict current search to

1 - teachers and teachers of the Arabic language for the primary stage of the province of Baghdad - Karkh second.

Second semester of 2017-2018.

Terminology:

Brain-based learning:

Leslie Hart: The environment that allows the brain to function normally and works very effectively (Kovalik, Karen, 2004, 3)

Procedural: It is what the student learned from new learning situations based on the structure of the brain because learning occurs when the brain is able to complete natural learning processes.

Theoretical framework:

First: Brain-Based Learning Concept:

Brain-based learning theory is called learning theory that is compatible with the brain or learning with the presence of mind. It shows that everyone is capable of learning if there is an active learning environment that allows the learner to interact correctly with experience (Abdelkader, 2014: 118).

It takes into account how the brain works, processes, interpreting information, making connections, methods of knowledge, remembering processes, how to research neuroscience, preparing the brain for learning naturally, and providing a framework for teaching and learning. Real Life (Ali, 2013: 57)

And that each side of the brain mental processes, the right side of the brain mental processes: college, conceptual, fantasy, organizational, aesthetic (aesthetic), structural, collective, integrative, and emotional, while the left side of the brain is the mental processes: mathematical, technical, analytical and planning , Cognitive, spatial, symbolic, training, and logical (eg, creative, monetary, applied, creative, critical, quantitative, verbal, reflective, and problem solving) Ndasi 2014 m: 534).

Second: Brain-based learning theory:

Neuroscientists have been able to obtain tremendous and useful information about the brain's infrastructure and psychological functions:

thanks to the scientific techniques they have enabled to probe the brain and to recognize the functions of each part of it. The right side of the brain has its own mental processes and cognitive processes that are different from the other half. The right side has many patterns of thinking that are distinguished from the thinking patterns of the left side. The left brain is concerned with language, logic, order, numbers, and thinking of any academic activities. As a result of the accumulation of a number of information about the brain, which has become a new understanding in addition to the economic and cultural changes that currently occur in all societies, which led to the emergence of several modern theories, the most important theory of learning based on the brain: so the goal of psychologists and education to benefit Of these results in educational applications and the development of the process of learning and education, and the reconsideration of many educational concepts such as thinking and processing information and mental processes (Renaissance and Hindus, 2014: 534, Republican, 2009: 50, Obidat and Abu Samaid, 2007: 11, Salty, 2004: 58).

Today, the world is witnessing tremendous progress in the knowledge industry and its development. It is no longer measured by the wealth of countries it possesses, but by the natural resources it possesses. It is the result of the accumulation of a lot of information. And research on the brain, which has affected in several areas and led to cooperation and overlap and integration between several fields, including: neurology, physiology, biochemistry, medicine, psychology, computer science (Al-Rashoud, 2011: 171)

Both Obidat and Abu Samaid (2007: 27) point out that the research conducted on the brain in the past 15 years has shown that we have one brain, and each brain works differently.

Brain-based learning theory is also one of the most common theories of constructivist theory. As in brain-based learning, constructive learning models call for active learning in an authentic and meaningful context. Each learner is unique because it allows him to construct his own meaning The composition of meaning in an individual's experience is largely in line with the principles of stereotyping in brain-based learning. Other structural characteristics of brain-based learning include the use of existing projects, learning by work, involving students in decision-making, The RIP to be teachers and facilitators so both the structural and models based learning to the brain is similar to a large extent, and there is growing evidence that the structural model learning match the learning styles of natural brain. (Al Rashoud, 2011: 173)

Third: The importance of learning based on the brain:

The goal of the brain-based learning and teaching approaches is to move from remembering to learning. It requires three interactive elements: relaxation, alertness, immersion and effective treatment. It emphasizes contextual learning, involving learners in decision-making, collaborating, identifying sources, and applying knowledge

Stress can limit the ability of children to learn so it is important to maintain a safe and safe environment for learning. Doing activities that have real-time connections to the real world to increase learning can further develop or maintain the brain-related ramifications and use real problems as a basis for enhancing understanding and thus providing students with an incentive to learn, Maintaining learning and communication and enhancing memory (Ali, 2013: 66).

Justifications for the importance of learning theory based on the brain:

• Brain-based learning is a strategy to increase student productivity and reduce teacher frustration.

• Under this theory the brain learns naturally, gives the teacher the opportunity to apply a better learning, and open the door to an indefinite possibility in the lecture.

• In traditional education, teachers transfer information to students and evaluate students by the amount of information they have stored. Is this type of education the education we want? Is it the education that benefits students?

• Many brain research goes to criticisms of correct education, as well as it supports some prior knowledge, and society in general to conform to learning and the requirements of students and current and future society (Qatami and Mashaal 2007: 108-111).

IV: Principles of learning based on the brain:

The brain-based learning theory is based on twelve principles, which can be achieved in educational learning situations during the adoption and the teacher of the methods, activities and strategies that harmonize with them. It can be used in building Arabic language curricula and organizing their content. From:, (Fuster, 2008)

Rizzolatti & Fabbri-Destro, 2008), (Levin et al., 2009), (Ratey, 2008)

Curwen et al., 2010), (Barkley, 2010)

• Brain vital device, body and brain One dynamic unit:

The brain is a vital system consisting of a set of parts, each with its own function, but it works simultaneously. There is also an interactive relation-

ship between the body, the brain and the mind, where thoughts, emotions, imagination, and psychological, physical and physiological readiness work at the same time.

• Brain social organism:

The brain is formed according to the personal and social relationships that begin at birth with the mother. The child's brain begins to be influenced by the reception and response to the surroundings. The child can recognize the voice of his mother and his preference for any other voice. Social interaction, and that learning is influenced by the nature of social relationships that individuals have through their deep interaction with others.

• Search for meaning innate:

Each individual is born with a range of abilities and skills that allow him to search for meaning for the life around him and to understand the world around him, and the search for meaning continues for life. The individual is instinctively driven to search for meanings and contents of knowledge so that he can perceive the representations of reality in his mind. Which is the basis for the brain's work, except in a variety of ways through which the individual can perceive the meaning, and then make internal representations that help him to adapt to the educational situations that the individual is subjected to depending on the different senses.

• Find meaning is through modeling:

The human brain always seeks to model, classify, and arrange experiences in the form of maps or schemes to give meaning. This is done by looking for associations, similarities, differences and comparisons between new experiences and previous experiences. , And each learner builds his own models to learn the world and then acts or interacts with educational experiences and with the world according to these models.

• Emotions are crucial for modeling:

Experts believe that all experiences are accompanied by emotion, which earns the experience of personal character. One of the reasons for the difficulty of changing the patterns of behavior or habits of individuals or their beliefs is that they are associated with special emotions, and that emotions are important even for higher thinking skills. The brain and body, So new learners' experiences must be accompanied by pleasant emotions, so as to support the survival of the learning impact for longer

• Each brain recognizes and understands the parts, and all simultaneously:

In order to organize and process information, there are two simultaneous methods, one of which splits information into small parts and interconnects them sequentially, while others recognize information and deal with

it in a chain of colleges. These tendencies originate from the organization of the brain because the mind is designed to recognize both Parts and all simultaneously.

• Learning involves both focused attention and peripheral perception:

The brain receives sensations and images, but acquires information that is at the center of its attention and is directly aware. It also recognizes and responds to marginal information that is powerful, effective, and responsive, while non-influencing and non-powerful information does not pay attention because it tends to focus on the most important stimuli And appropriate to satisfy needs and desires, so teachers can play an important role in drawing the attention of learners about certain types of learning and focus on them in an atmosphere of serious and easy to understand the learning of hints and voice and image and colors of the senses that create a climate For learning occurs where the center of attention and lesson (Wachob, 2012).

• Learning always involves conscious processes and unconscious processes:

This principle refers to mental alertness, which determines the individual's awareness of cognitive processes and beyond, and psychologists believe that understanding is a consecutive process, and that complex learning depends on the ability of the person to take responsibility for his experience and awareness of these experiences and what is going on Around it, the ability to develop awareness and delving beyond cognitive observation with age is growing, but it can be developed through feedback and some instructional strategies. The teacher must organize his or her teaching moves in addressing the unconscious experiences of learners, Design content so that the correct awareness of the concepts happen, learners gain the ability to reflect and recognize the inevitable knowledge, and help them organize their ideas and experiences so as to ensure awareness and enable them to understand them properly.

• We have at least two ways to organize memory:

Memory is a storehouse of experiences and ideas that the individual perceives from the environment. These experiences are stored in memory systems (short-term memory, medium-range memory, long-range memory), according to their importance, meaning, time and place. , Memory of meanings, emotional memory, but there are two ways to organize memory: clear memory and hidden memory, we can deal with each of these methods independently of each other, so that the individual to register information in one store or several stores of memory at the same time It also urges a learning meaning through the synthesis of both short-term and long-term

memory system.

• Evolutionary learning:

The brain constantly changes its being, which is strongly formed by the experiences of the individual through childhood and the stages that follow. The brain, with its intricate structure and limited capacity, is highly resilient, growing not only because of the availability of food and protection, but also in the life experiences of the individual. Leads to lifelong brain growth as long as we think, so teachers must recognize that each learning builds on previous experience that has been learned, and that we interpret new experiences or new ideas through what we have learned from previous ideas and experiences.

• Supports complex learning and challenges threats:

The information may reach the brain through the senses to the individual's brain. If it does not carry fears that go directly to the sensory cortex, it can be perceived and thus generate calm responses and emotions. If this information carries a threat or fear, it travels to an area of the brain without passing through the sensory cortex. The brain must be reasonably and defiantly stimulated, and the tension should not rise so as not to become impeded by the learning process, because there is a relationship between the threat, poor educational attainment and low self-esteem. The threat makes it difficult to follow the educational activities around it.

• Each brain is organized in a unique way:

Although the brain is similar in form to all people, it is different in the neural networks and associations of brain cells, and the difference reflects the effect of the brain on a variety of factors: environmental factors and genetic factors. This neurotransmitters vary in the brain as a result of the experience acquired by the brain as it passes through different situations. The teacher should identify the individual abilities of the learners so that they take into account their potential brain capacities and study how to deal with them individually.

Fifth: the stages of learning based on the brain:

The first stage:

Preparation: This stage leads to a new learning framework, and prepares the learner's brain with possible associations. This stage includes a general idea of the subject and a conceptual perception of the relevant subjects. The more the learner has a background on the subject the faster the representation and processing of the new information.

The most important actions that the teacher must perform at this stage:

• Enriching an enriching descriptive environment.
• Provide a class environment for challenge and competition, free of threat.
• To prepare learners' minds for the new subject by defining the network links between past experience and new subject characteristics.
The second phase:
Structured Integration: This stage emphasizes the importance of forming neural connections or connecting nerves with each other, such as sources of acquisition: competition, lecture, visual instruments, environmental stimuli, experiences everywhere, role playing, reading, video and collective projects. The correlation is much greater than previous experience. The greater the tribal experience, the greater the likelihood of a moment of discovery or foresight.
The most important actions that the teacher must perform at this stage:
• Using instructional strategies that are consistent with the nature of the brain's work.
• Provide experiences related to the learner's environment.
• Provide a real learning environment that makes learners experiment with new things securely.
third level:
This phase reveals the interrelatedness of the subjects and supports the deepening of understanding, in which the brain is given an opportunity to classify, select, analyze, test and deepen learning by integrating students into classroom activities for deeper understanding and feedback.
The most important actions that the teacher must perform at this stage:
• Give the students a rest period (brain rest).
• Integrate pupils into diverse learning activities for deeper understanding and feedback (multiple intelligences activities).
The fourth stage:
Active processing and memory formation: This phase strengthens learning and retrieval of information better. The use of detail does not mean that the learner's brain will symbolize what he learned on that day permanently. Other factors that help to achieve learning time and ease of retrieval include adequate rest, Context, nutrition, type and quantity of linkages, growth stage, learner situations, and tribal learning.
The most important actions that the teacher must perform at this stage:
• Provide adequate comfort.
• Presenting the calendar questions to students in a beautiful and interesting manner.
level five :

Increased cerebral capacity: This phase is concerned with the use of new learning in order to promote it more widely. This makes new learning solid, deep, and easy to have neurotransmitters highly interconnected between neurons. Individual neurons are not important, but their overlap, entanglement, harmony and complementarity are the basis for better and desired learning.

The most important actions that the teacher must perform at this stage:

• Teacher gives students additional problems related to the subject matter, so as to enhance the acquisition of experiences.

• The teacher shows the relationship between the subject of the lesson and subsequent topics, in order to form associations and develop and maintain healthy associations in the brain.

(Al-Salti, 2004, 103-106), (Afana, and the Army, 2009: 111) (Yusuf, 2011: 109-110)

The relationship between brain-based learning and recent trends in teaching:

Structural theory refers to the importance of the preparation of educational materials and tools used by the learner to build his own knowledge according to his mental aptitudes and abilities. This is similar to the principles of learning based on the brain, which focused on the importance of the sensory factor in the learning process and emphasized that each brain has its own way of organizing, . (Nawafla and Hindasi, 2014 AD: 539).

The theory of social learning refers to the importance of learning through collaborative learning and group and individual activities, and thus is similar to the principles of brain-based learning that emphasize that the brain is a social organism. (Nawafla and Hindasi, 2014 AD: 539).

Previous studies:

1. Study (Kapadia, 2014)

It aimed to identify the level of awareness of teachers about the knowledge, beliefs and practices associated with brain-based education in Mumbai, India, and to identify the impact of some demographic factors (eg, years of experience, qualification, specialty) on knowledge, beliefs and practices related to brain-based learning . The study sample consisted of (350) teachers (52 males and 298 females) in primary, middle and secondary levels. The results of the study indicate that teachers 'practices of brain-based learning were over-medium, that there was a direct, positive and positive relationship between teachers' knowledge and practices, and that there was a significant, positive and direct correlation between teach-

ers 'beliefs and knowledge and teachers' beliefs and practices. She also pointed out that the level of awareness of brain-based learning did not show significant differences for demographic variables except for the specialization variable. There were significant differences between teachers with scientific specialties and those with literary specialties in the practice for teachers with scientific specialties.

4. Study (fratangelo, 2015)

The study aimed at revealing the perceptions and knowledge of teachers of brain-based teaching and their applications within the classroom. The results of the study indicated that the teachers 'awareness of their use of brain-based teaching was moderately positive. The three teachers noted that brain-based teaching increased students' preoccupation with content The teachers also noted that the inclusion of brain-based learning strategies was beneficial to their students. They began to enjoy the use of in-class movement during class. The results of the study indicate that teachers use 12 different strategies of brain-based teaching strategies to improve students' preoccupation with what they are studying, to increase retention of the content studied and to establish positive relationships with their students. The strategies used are humor strategies, field trips, games, drawing, Artwork, graphic organizations, hand experiments and models, stories, fantasy, visual aids, movement, problem-based teaching, cross-learning (collaborative learning). The results of the study also indicate that the most experienced teachers in teaching suffer from the difficulty of incorporating modern strategies in the available time such as brain-based learning.

Search procedures:

Research methodology:

The researcher used the analytical descriptive method to learn the practice of teachers of Arabic language for the primary stage of teaching according to the principles of learning based on the brain.

Sample and Community Research:

A sample of the Arabic language teachers for the academic year 2017-2018 was identified by the sample. The sample (90 teachers) was randomly selected after they agreed to apply the research tool and to be part of the sample.

search tools.

First: Note card:

The tool for identifying and teaching the teachers of Arabic language in

the light of brain-based learning, consisting of six axes (60) items in its initial form, serves the purpose of the research and contributes to the answer to its questions. In the specialization where it was formed in its final form of six axes including (51) items.

Sincerity and Stability Research Tool:

The researcher investigated the validity of the research tool by presenting it to a group of arbitrators in the field of specialization. The research tool was used in its current form. It was reduced in six axes rather than eight. The class language and class communication were integrated into one axis. In one axis, and was finally formed of (51) items. The consistency of the application questionnaire was determined by measuring the coefficient of agreement between the observers using the formula of Richard Cooper (Cooper), where the ratio of the agreement between the observers 80% , And this result indicates the acceptable results of the observation card. The stability of the scale was verified by examining the internal consistency of the tool sections by calculating the Alpha Kronbach coefficient on the total research sample. The stability value was (89) thus the tool has a very high degree of stability.

Search results and discussion.

1. To answer the question: What is the reality of teaching practices in the light of brain-based learning for teachers and teachers of Arabic language.

The results are in accordance with the table showing the average of the frequencies in light of the quintile and percentage percentages of the practice. Table (1) includes the arithmetical averages and standard deviations of that observation in addition to the percentage of performance.

Table (1)

The arithmetical averages and standard deviations of the performance of the observation card for the performance level of each axis

Ranking	standard deviation	SMA	the performance	s
First: teaching and educational activities				
%57	1,23	2,27	The teacher provides a full opportunity for students to achieve the educational goal of the lesson.	1
%57,1	1,30	2,29	The teacher encourages pupils to generalize through the formulation of hypotheses.	2
%48	1,28	1,98	The teacher encourages pupils to make decisions based on the availability of information.	3
%46	1,34	1,94	When students face a problem solving a problem, the teacher asks them questions that help them think through that problem.	4
%51	1,29	1,85	The teacher invests failures in solving a problem for any reason in raising the	5

			student's behavior.	
%37	1,17	2,23	The teacher cares about the behavior of his students through discussion and dialogue.	6
%58,5	1,53	2,16	The teacher looks at students as decision makers about what to learn from content.	7
%61	1,02	2,35	The teacher encourages his students to find answers to their questions themselves, and intervenes when necessary.	8
%59,5	1,22	2,30	The teacher plans activities that link past experiences to the next.	9
%62	1,09	2,39	The teacher links the left and right brain functions while solving the problem.	10
%50,7	1,08	2,21	The teacher uses different paths of learning with students.	11
%50,7	1,23	2,02	The teacher encourages pupils to re-represent al-Qaeda's formulation in different ways	12
%63	1,19	2,02	The teacher directs students to work in small interactive groups.	13
%56	2,02	2,82	Before introducing the new concept, the teacher is keen to give them a chance to explore.	14
%57,3	1,38	2,63	When discussing a concept or generalization the teacher instructs students to use the characteristics of the brain to employ concept or generalization in different applications, to expand the circle of its use.	15

%55,3	1,32	2,188	total	
Second, the classroom environment				
%53,05	1,30	2,11	Students show their work related to their subjects on the classroom walls.	1
%61,6	1,24	2,45	The teacher will plan and organize the class so that the attention and attendance of students can be noticed.	2
%60,4	1,33	2,34	The teacher moves the classroom furniture according to the requirements of the Arabic language classes.	3
%67,9	1,22	2,8	The teacher helps his pupils choose the right organization for the activities.	4
%53,01	1,51	2,13	The teacher provides various techniques and resources to support students' learning in Arabic.	5
%59,09	1,32	2,42	total	
382 :العينة				
%71,6	1,21	2,77	The teacher avoids the threat of punishment.	1
%50,1	1,3	1,99	The teacher avoids the promise of reward and focuses on enjoying the achievement.	2
%51,02	1,30	2,12	The teacher makes his pupils responsible for their thinking and learning.	3
%59	1,29	2,23	The teacher is keen that students enjoy their study of the Arabic language and do not look forward to its end.	4
%60,3	1,99	2,03	The teacher is keen to leave the class and talk about the things they learned and worked in the chapters of the Arabic	5

			language.	
%45,6	1,32	1,78	The teacher is careful not to miss the lesson.	6
%44,7	1.06	1,69	The teacher makes his pupils imagine that Arabic is everything in our practical life.	7
%58,2	1,25	2,02	The teacher provides the opportunity for students to interact with the topics and rely on their work to brainwash the subjects of the Arabic language they have studied.	8
%54,92	1,31	2,29	total	
Fourth: Meditation				
%65,7	1,21	2,52	The teacher uses new methods of education, taking into account their employment in light of the characteristics of brain-based learning.	1
%54,6	1,30	2,17	The teacher is keen to include all the students in the lesson with interest.	2
%54,61	1,31	2,17	The teacher feels that it is difficult to implement the new methods and strategies with some students who have not practiced them before.	3
%61,02	1,18	2,42	The teacher leads his students to organize ideas and relate them within the lesson.	4
%57,4	1,09	2,32	The teacher enjoys the desire of his students to perform and work in the chapters of the article.	5
%39,6	1,16	1,97	The teacher helps his students use the right and left side of the brain to understand and	6

			use concepts	
%59,07	1,13	2,39	The teacher develops in the pupils the practice of new and varied teaching methods compared to the two halves of the brain.	7
%63,4	1,21	2,54	The teacher is keen to use the naughty brain to make students able to show their understanding and expression.	8
%57,9	1,12	2,33	total	
Fifth: Class language and communication and classroom communication				
%63,6	1,27	2,53	The teacher uses terms such as discovering the solution or checking the rule rather than between or explaining with the functions of the naughty brain.	1
%50,7	1,15	2,12	The teacher uses the word learn rather than study, and the student's educational plan instead of the teaching plan.	2
%52,26	1,19	2,12	The teacher is keen to exchange roles with pupils rather than issuing orders.	3
%54,6	1,19	2,18	The teacher encourages the pupils to do the learning all the time instead of listening to the talk.	4
%61,31	1,19	2,43	Any visitor speaks with more pupils than the teacher.	5
%50,03	1,23	2,01	The teacher employs the brain functions of students to preach naturally to him and their colleagues to excite and attract attention.	6
%61,07	0,98	2,47	Talking teacher in the lesson in the form of	7

			raising questions and not instructions.	
%53,6	1,66	2,14	Questions posed by the teacher or students in the classroom do not necessarily require a single word.	8
%66,04	1,09	2,64	Students feel reassured to seek help from their teacher or colleagues.	9
%57,41	1,19	2,34	total	
.Sixth: Evaluation				
%57,76	1,30	2,52	The teacher can teach his pupils to use the functions of the naughty brain to explain and clarify the work that has been achieved and to highlight its importance and its relation to what has been accomplished before.	1
%60,01	1,33	2,38	The teacher directs his students towards their evaluation tools and criteria.	2
%59,7	1,33	2,16	The teacher uses the performance-based calendar to include the process and the product.	3
%51,34	1,35	2,17	The teacher uses the calendar for better learning for pupils and is not intended to measure or take a position from others.	4
%48,09	1,41	1,95	The teacher links the assessment methods used in the Arabic language classes with what the students have learned in class.	5
%53,9	1,32	2,24	Total	
%57,15	1,35	2,35	total summation	

Table (1) shows that the average practice of Arabic teachers for brain-based learning characteristics was 2.35 and the mean range of the observation card was (1.69- 2.82). The focus of the classroom environment was at the highest level, Teaching and classroom activities at the lower level.
To answer the second question: Are there statistically significant differences between the average responses of teachers at the level of significance (0.01 αα) in the reality of their practice in the light of brain-based learning attributed to the gender variable? The results shown in Table (2) are as follows:

Table (2)

The significance of the differences between the intermediate scores of the teachers and the parameters of the Arabic language in the note card and its sub-components.

Level of significance 0,01	Value t	Degree of free	standard deviation	SMA	no	type	Axles
Not a function	1,21	88	6,9	21,51	40	Teachers	Teaching and educational activities
			6,8	19,8	50	Parameters	
	0,08	88	9,02	35,39	40	Teachers	Class environment
			9,22	36,2	50	Parameters	
	0,7	88	4,48	12,9	40	Teachers	Motivation
			4,33	13,5	50	Parameters	
Not a function	0,3	88	7,6	22,8	40	Teachers	Meditation
			7,61	22,5	50	Parameters	
	0,23	88	5,32	14,2	40	Teachers	Classroom

			5,26	14,1	50	Parameters	language
	0,21	88	4,25	10,6	40	Teachers	Calendar
			4,41	10,9	50	Parameters	
	0,11	88	27,81	118,13	40	Teachers	total summation
			26,16	117,5	50	Parameters	

It is clear from Table (2) that there are no statistically significant differences at the level of ($\alpha \leq 0.01$) in the practice of teachers and the characteristics of brain-based learning in the teaching of Arabic language due to the gender variable.

Recommendations.

1 - focus in programs to develop teachers of Arabic language on:

1. The skill of creating a classroom environment that promotes the characteristics of brain-based learning and encourages pupils to achieve learning objectives through the characteristics of the hemispheres.
2. Introducing the teacher and receiving various problems and analyzing them in light of the characteristics of learning based on the brain.
3. Raise the efficiency of the teacher through the use of the functions of the naughty brain about the possibility of learning their students to the Arabic language.
4. Employing Arabic language teachers for brain naughty functions in linking material elements to each other.

Proposals.

1. Conduct a study that measures the level of effectiveness of education in light of the characteristics of learning based on the brain on student achievement and thinking.
2. Building and measuring the effectiveness of training programs for Arabic teachers to use the characteristics of learning based on the brain in the light of recent trends in education.
3. Preparation of studies to determine the level of performance of teachers of the Arabic language for the middle and preparatory stage in light of the characteristics of learning based on the brain.

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