

دراسة تحليلية لمحتوى كتب القراءة والمحفوظات للمرحلة الابتدائية العليا

في مجال التربية البيئية في المملكة العربية السعودية

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An Analytical Study For The Content at Books of Reading And Poetry For High Elementary Levels in The Domain of Environmental Education in The Kingdom of Saudi Arabia

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Abstract

The Present Study aims at knowing the actual Concepts of environmental education in the books of reading and poetry for the high elementary levels in the Kingdom of Saudi Arabia, its repetitions, and determining the form of the content in which it appears.

In answering the research's basic question: "What is the reality of environmental education; in the books of reading and poetry for the elementary levels?" the Study considered the analysis of content style. The foal used from the written educational literature, previous studies, and references concerned with environmental education, especially the guide for using the environmental reference in the different levels at public education which was prepared by the Arabian Organization for Education, Culture, and Sciences.

The Findings of the study indicate that the size of items concerned with environmental concepts in the three books under investigation is or and hand appropriate of the nature of the subject, and of the nature of the special purposes of the subject, on the other However, there is a big differentiation between the different areas. That is to say the size devoted to each of the areas was not balanced; especially the area of "environmental problems" which attained a percentage of 3.2% only of the total number of items, and 29.3% of the items concerned with environmental concepts which is a small percentage compared of the importance of the presented problems, their danger, the necessity of presenting and discussing them, and learning the door open for suggesting the appropriate solutions for them.

The study also showed that environmental concepts received gereor attention in fifth grade books, followed by sixth grade books, and then fourth grade book which came in third position.

The results showed most of the environmental concepts were implicit rather than explicit; and the headings received only 30% from the total number of headings of passages concerned with the environmental concepts.

The study came to a number of recommendations most important of which are: Concentration an environmental problems as we move up the educational ladder, conducting more research and studies an environmental concepts in school books, emphasizing applications on environmental education in books through exercises and curricular and extracurricular acridities, determining local these problems in more depth and comprehensibility, and conducting training sessions for teachers in the area of environmental education in cooperation with the concerned agencies.

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