

المملكة العربية السعودية  
وزارة التعليم العالي  
جامعة أم القرى  
كلية التربية - بمكة المكرمة  
قسم المناهج وطرق التدريس

**تقويم أداء معلمي اللغة العربية في تدريس القراءة الجهرية  
لتلاميذ الصف السادس الابتدائي بمحافظة جدة**

إشراف  
الدكتور إبراهيم بن علي الدخيل

( )



## ملخص الدراسة

:

:

( )

:

-

-

-

:

-

-

-

## **The Abstract**

**Title of the study: Assessment of Arabic language teachers performance in teaching reading and studying keep by heart subjects, in the light of developing voicely reading skills at primary 6<sup>th</sup> grade boys in Jeddah city. The problem of the study has been indicated as follows:**

**(What is the performance standard of Arabic language teachers in teaching reading and study keep by heart subjects in the light of developing voicely reading skills of primary 6<sup>th</sup> grade boys in Jeddah city?)**

**The aim of the study: Is to indicate voicely reading skills of primary 6<sup>th</sup> grade boys, knowledge of teachers awareness of skills in writing preparation concerning voicely reading lessons, and how for they develop voicely reading skills at primary 6<sup>th</sup> grade boys of schools.**

**The study follows analytic descriptive method, the study was applied to Arabic language teachers of the primary 6<sup>th</sup> grade boys, of about (44) teachers progress note sheet has been designed to register notes about teachers performance in voicely reading lessons, and they concluded to the understanding the extend of developing voicely reading skills.**

**Frequencies and percentage have been used by the researcher to reach to digital findings results, also he used differential analytic test to understand the differences proven among the teachers according their educational experiences in developing voicely reading skills, T test to check differences indication among teachers as per the type of qualification.**

**The most important findings of the study was:-**

- 1- Teachers knowledge or awareness of writing preparing skills to the voicely reading lessons was moderate which did not meet the required performance.**
- 2- Teachers developing skills of voicely reading to the primary 6<sup>th</sup> grade boys of schools was moderate, which also did not satisfactory or reach to the required standard.**
- 3- There are no difference among teachers in developing voicely reading skills at the boys that contributes to variations in numbers of experience and qualifications years.**

**The recommendations of the study were:-**

- 1- Paying attention in reading as a subject at schools, indicating its importance, value, its importance among boys and teachers, develop the ways and steps of teaching it as a subjects.**
- 2- Paying attention to written preparations of voicely reading lessons to serve the reading lessons, develops its skills and tendency to the boys of the schools.**
- 3- Reconsider the programmers of pre qualified Arabic teachers, training them for the modern trends, ways and effective procedures in teaching reading as a lessons.**



الصفحة	الموضوع
	<p style="text-align: right;">:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p style="text-align: right;">:</p> <p>.....</p>
	<p style="text-align: center;">:</p> <p>.....</p> <p>.....</p> <p style="text-align: right;">: (            )</p> <p>.....</p> <p>.....</p>









# الفصل الأول مشكلة الدراسة وأبعادها

المقدمة

الإحساس بالمشكلة وتحديد  
تحديد مشكلة الدراسة وتساؤلاتها

أهداف الدراسة

أهمية الدراسة  
مصطلحات الدراسة

حدود الدراسة

## المقدمة :

·  
·

·  
·

( - )

·  
" " :  
" :

· ( - ) ·

( ) ·

":

.

"

.

( )

( )

.

.

:

":

( )

:

"

.

( ) )

/ /

- - - -

(

:

( )

- "

-

-

-

-

-

" : ( )

( )

**الإحساس بالمشكلة:**

( )

( )

( ) ( )

## تحديد مشكلة الدراسة وتساؤلاتها:

:

:

:

:

:

:

## أهداف الدراسة:

:

-

-

-

## أهمية الدراسة:

-:

## مصطلحات الدراسة:

\_\_\_\_\_

:

"

":( )

: ":( )

: . :

"

:

" ( )

"

:

:

.

\_\_\_\_\_

:

: ":( )

: .

"

:

—

—

.



:

:

.

:  
\_\_\_\_\_

:

" : ( )

"

:

:

" : ( )

.

-

"

:

:

" ( )

"

.

:

:

.

:  
\_\_\_\_\_

:

" : ( )

"

:

" : ( )

"

:

.



• " :  
• :  
" ( )

• " :  
• :

**حدود الدراسة:**

:

• ( )

-

-

-

-

## الفصل الثاني

### اللفية النظرية

أولاً: الإطار النظري :

المبحث الأول: (( القراءة : مفهوماً، وتطوراً، وتديساً ))

المبحث الثاني: (( القراءة الجهرية : مفهوماً، وتديساً ))

ثانياً: الدراسات السابقة.

## أولاً: الإطار النظري

المبحث الأول: (( القراءة : مفهوماً ، وتطوراً ، وتدريساً ))

" : ( )

( ) . "

:

( )

:

-

-

-

-

.

-

:

.

( )

-

.

-

.

-

.

( - )

:

-

.

-

.

-

.

-

-

-

**تطور مفهوم القراءة وأهميتها:**

:

.( )

) ( )

( ) ( - ) (

( ) ( ) ( )  
: ( )

-

.

-

.

-

.

-

.

-

.

-

.

-

.

:

( ) . ( ) :

:

"

. ( - : ) "



( - ) ( )  
( - ) ( )  
:

-  
-  
-  
-  
-  
-  
-

( )

-:

-  
-  
-  
-

:

-

أهداف تعليم القراءة :

" ( ) :

( )

:

-  
-  
-

.

:

( - )

:

( )

:

( )

( )

-:

مهارات القراءة :

"( )"

( )

:



:

( )

:

( - )

-

-

( )

:

(

(

(

(

(

**العوامل المؤثرة في تعليم القراءة :**

( - )

:

:

-

:

-

:

-

( - )

( )

أنواع القراءة وطرق تدريسها:

:

" ( )

( )

"

:

-

-

-

-



.

.

:

" ( )

"

" ( )

"

( ) ( - )

:

). .

( - )

.(

-

-

-

-

-



( )

"

"

-

( - )

-

( )

"

" ( )

"

. "

" : ( )

" : ( )

"

.

. " ..

" ( )

"

" ( )

"

( - )

:

:

-

.

.

-

-

.

-

.

-

.

-

.

-

.

-

.

:

-

القراءة في المرحلة الابتدائية :

:

" ( )

"

( )

" ( )





( - )

:

( - )

:



**المبحث الثاني : (( القراءة الجهرية ))**  
**مفهوم القراءة الجهرية :**

" ( )

" ( )

" ( )

"  
:  
( )

:  
( ) -

( ) -

( ) -

( - ) . ( )  
( )

( ) ( )

( ) ( )  
( )

.  
:  
( - )

:

-

-

:

( )

"

( )

"

:

:



( )  
:

( - )  
( )

-  
-  
-  
-  
-

:

( )

-  
-  
-  
-  
-

( )

:

-  
-  
-  
-

( ) ( - )

": ( )

"  
( - )

:

-

-

-

-

-

-

-

( )

:

-

-

( ) ( - )

:

- ) ( - - )  
: ( ) (

.

-

-

.

-

.

-

...

.

-

( - )  
:

( )

:

:

.

.

:

:

.

:

-

:

-

.



.

:

:

-

.

.

( )

:

:

(

-

.

.

-

.

-

:

( )

(

.

-

.

-

:

(

.

-

.

-

:

:

:

( )

-

.

.

-

.

-

-

.

-

( )

-

:

.

("

(

.

(

(

"

(

:

( )

"(

.

(

"

( )

( )

.

" ( )

"

( - )

:

:

:

:

-

-

-

-

-

-

-

-

-

-

:

:

-

:

(

:

:

(

-

-

-

-

-

-

-

: ( )

: "

. ( .. )

( .. : )

"

( )

":

-

. - " ( - )

:

-  
-  
-

( ) ( - )

:

-

-

-

-

-

-

( )



-  
-

:

( )


:

-  
-  
-  
-  
-

·  
:  
( )

( )

:

:

(

-

:

(

)

-

-

-

:

(

)

(

:

-

:

:

.

•

•

•

•

•

•

.

.

.

..

.

:

-

---

.

.

:

-

---

.

.

:

-

---



.

.

:

:

-

---

:

..

.

:

-

-

(

.

.

(

(

.

(

.

(

.

(

(

(

(

(

(

(

(

(



- 
- 
- 
- 
- 

**ثانياً: الدراسات السابقة :**

)

(

:

**الجانب الأول : دراسات عنيت بتدريس القراءة في المرحلة الابتدائية:**

( )

.( )  
( )

( )

.

( )

:

.

(  
(  
(

.

.

( ) ( )  
( ) .

.

( )

.

الجانب الثاني: دراسات عنيت بأداء معلم اللغة العربية بصفة عامة، ومعلم القراءة بصفة خاصة

(  
\_\_\_\_\_ :  
( )

( )

:

( )

·  
:

·

-

-

·

·

-

-

( )

·

( )

·

·

·

·

·

( )

( )

.

( )

( )

.

( )

( )

.

.

( )

.

.

.

.

( )

.



( )

.

( )

**التعليق على الدراسات السابقة :**

( )

-  
-  
-  
-

## الفصل الثالث

### إجراءات الدراسة الميدانية

- منهج الدراسة .
- مجتمع الدراسة.
- عينة الدراسة
- أداة الدراسة.
- تطبيق الأداة على عينة الدراسة
- المعالجة الإحصائية.

.

:

" ( )

"

( - )

.

-

.

:

" ( )

"

" ( )

.

"

.

( )

:

"( )

"

:

"( )

:

"

"( )

"

:

%

.

.

-( )

-:

-

( )

.( )

:

-

:

-

.

-

.

-

( )

.( )

.

-

-

.

)

-

.(





:  
 :  
 .  
 .  
 . ( )  
 . ( )  
 ( )  
 .  
 ( - )

( )

				-

) ( )  
 .( ( )  
 : -

)

:

(

.

( )

-

-

-

.

.

.

.

-:

-

:

←

←

←

←

-

:

.

-

.

-

.

-

.

-

( )

"

":

-

.( )

.

-

.

( )

	:( ) (	) (
		:(
		(
		:
		-
		-
		-

( ) )

.(

.(( )) )

:

-

-

.

.

.

/

/

.

/

/

.

:( )

/

( )

			** /	
		** /		
	** /			
** /				

\*\*

/

:

).

( )

(

( )

:( )

%

( )

%	

.

:( )

.

( )


:( )

( )

%		
'		
'		

,		( )

:( )

( )

%		
,		
,		

:( )

( )

%		
,		-
,		-
,		

( ) )

.(

)

.(

:( )

( )

	. -	. -
	. -	. -
	. -	. -
	. -	. -
	. -	. -
	. -	. -
	. -	. -
	. -	. -
	. -	. -
	. -	. -
	. -	. -
	. -	. -
	- -	. -
	. -	. -
	. -	. -
	. -	. -
	. -	. -
	. -	. -
	. -	. -
	. -	. -
	. -	. -
	. -	. -
:		





( )

:

( × )

=

-

:

\_\_\_\_\_

=

-

( )

.( )

-

.

-

-

( )

:

\_\_\_\_\_

=

$$\frac{\quad}{\quad} + \frac{\quad}{\quad} \sqrt{\quad}$$

:

=

=

=

=

=

=

-

$$(- \quad)$$

$$(\quad - \quad)$$

:

$$\frac{\quad}{\quad} =$$

## الفصل الرابع

نتائج الدراسة عرضها، وتفسيرها، وتحليلها، ومناقشتها

:

( )

**ويتحدد وصف النسبة المئوية لتحقيق المهارات من خلال الجدول التالي:**

( )

	% -
	%٥٠ - %
	% -%
	% -%
	% -%

:

-

( )

:( )



'	'	'	'	'	'	'			
							-	:	
'	'		'	'	'				
'	'	'	'	'	'	'			
'	'	'		'	'	'			
'	'	'	الدرجة الكلية						

( )

:

أولاً - مطالب التعلم:

-

:

(% , )

" ( )

"

"

( )

"  
.  
.  
( )

-  
:

(% , )

" ( )

"

" ( )

"

.( )

**ثانياً - الأهداف الإجرائية:**

-  
:

(% , )

( ) ( )



( )

.

:

-

(% , )

.

( )

":

( )

.

"

-

( )

.

:

-

(% , )

"

( )

.

"

( )

ثالثاً. إجراءات الدرس ومناشطه:

:

(% , )

( )

:

(% , )

( )

.

:

-

(% )

( )

:

"

"

.

( )

.

:

-

(% , )

( )

"

"

( )

.

( )

.

:

-

(% , )

( )

"

.

"

" ( )

"

.

-

( )

.

:

-

(% , )

" ( )

):

(

" ( )

."

" ( )

- "

:

"

( )

**رابعاً - وسائل وتقنيات التدريس:**

:

-

(% , )

( )

"

"

( )

:

-

(% , )

" ( )

"

:

-

(% , )

" ( )

"

"

( )

"

.

خامساً - التقويم:

:

-

(% , )

" ( )

"

:

-

(% , )

.( )

:

-

(% , )

:

( )

.

( )

.( )

سادساً-الواجبات:

:

-

(% , )

" ( )

:

-

-

-

"

:

-

(% )

" ( )



(% , )

" ( )

" ( )

"

(% , )

( )

( , % ) .

ثانياً – الإجابة عن السؤال الثاني:

( )

( )

:

							:	
			'	'	'			
'	'	'	'		'	'		
'		'			'	'		
'	'	'	'	'	'	'		
'	'	'	'	'	'			
'	'		'	'	'	'		
	'	'			'	'		



:

:

-

(% )

" ( )

"

" ( )

"

.

( )

.

:

-

(% , )

"

( )

( )

"

"

:

"

.

.

( )

( )

.

:

-

(% , )

"

( - )

"

.

( )

.

:

-

(% )

"

( )

"

( )

.

( )

.

:

-

(% , )

" ( )

.. :

- "

" ( )

. - ."

( )

.

:

-

(% , )

( )

"

" ( )

"

. "

.

( )

.

:

-

(% )

"

( )

"

" ( )

"

.

( )

.

:

-

(% , )

" ( )

"

" ( )

"..

.

( )

.

:

-

(% , )

" ( )

"

" ( )

"

( )

.

.

:

-

(% , )

" ( )

" ( )

"

"

( )

.

.



:

-

(% , )

" ( )

"

" ( )

"

( )

.

:

-

(% , )

" ( )

"

" ( )

" ( )

"

"

( )

.

:

-

(% , )

.

"

( )

"

( )

"

( )

"

"

"

( )

.

:

-

(% , )

" ( )

.

" ( )

"

"

.

:

-

(% , )

" ( )

:

.

.

( - )

"

.

.

..



" ( )

- ."

. ( )  
( )

.

.

(% , )

:

-

" ( - )

:

.

-

.

-

.

-

"

.

" ( )

"

.

:

-

(% , )

" ( )

" ( )

"

. "

( )

: -

-

(% , )

"( )

( )

"

"

"

" ( )

:

:

:

. - "

:

:

:

:

( )

.

-

-

:

-

(% , )

-

-

" ( )

.

( )

"

"

"

.

:

-

(% , )

" ( - )

"

" ( )

( )

( )

"

(% , )

:

-

" ( )

-

..

- "

.

:

-

(% , )



" ( - )

"

.

( )

:

-

(% , )

" ( )

.

- "

" ( )

"

.

( )

.

.

:

-

(% , )

" ( )  
"

.

.

(% , )

.

( )

( )

( )

( )

:

:

.

( )

.

:

-

( )

( )

.

-

.

( )

( )

( )

.

.

-

.

( ) ( )

)

(

( )

:( )

( )

( )

:

							( ) -	
	,				,	,		
,	,	,		,	,	,		
,		,			,	,		
,	,	,		,	,	,		
,	,	,						

(% )

" ( )

"

" ( )

( )

(% , )

" ( )

..  
"  
.  
( )

(% , ) :

( )  
" "

(% , ) :

" ( )

:( )  
( )  
(% , )

ثالثاً - الإجابة عن السؤال الثالث:

:

:

: -  
:  
:

:( )

( )

:

		( )					
		,	,	,			
			,	,			
			,	,			
			,	,			
			,	,			
			,	,			
			,	,			

( )

رابعاً – الإجابة عن السؤال الرابع:

:

( )

.( )

( )

:

		( )						
	,	' -		,	,			
	,	' -		,	,			
	,	' -		,	,			
	,	' -		,	,			
	,	' -		,	,			

( )

.

( )





## الفصل الخامس

ملخص الدراسة ، ونتائجها ، وتوصياتها ،  
ومقترحاتها

ملخص الدراسة.

نتائج الدراسة.

التوصيات.

المقترحات.

:

:

:

:

:

:

.

:

.( )

.

:

:

(

:

:

-

.(% , )

: -

.(% , )

: -

.(% , )

: -

.(% , )

: -

.(% , )

: -

.(% , )

(

:

-:

-:

.(% , )

-

.(% , )

-

-

.(% )

-

.(% )

.(% , )

.(% , )

-

.( % , ) -  
. ( % , ) -

**ثانياً: المهارات التي كان أداء المعلمين فيها متوسطاً :-**

. ( % ) -  
-  
. ( % , ) -  
. ( % , ) -  
. ( % , ) -  
. ( , ) -  
. ( % , ) -  
. ( % , ) -  
. ( % , ) -  
. ( % , ) -  
-  
. ( % , ) -  
-:  
-:  
. ( % , ) -  
. ( % , ) -  
. ( % , ) -  
:  
:  
-  
. ( % , ) -  
. ( % , ) -  
( - ) :  
. ( % , ) -  
. ( % , ) -

:

(

.

:

(

.

:

:

:

:

:

-

-

.

-

.

-

.

-

.

-

.

-

.

-

.

-

.

-

.

-

.

-

.

-

.

:

:

-

:

:

.

-

.

-

.

-

.

-

.

-

-

-

-

.

:

:

:

:

-

.

-

-

.

-

.

-

.

-

.





## المصادر والمراجع

	:	:
-	.	-
-	.	-
.( ) -	_____ .( )	-
.( ) -	.	-
_____ ( ) -	_____	-
.	.	-
_____ ( - ) -	:	:
_____	.	-
.	_____	-
_____ .( ) -	.	-
_____ .( ) -	.	-
_____ .( ) -	_____	-
_____ .( ) -	_____	-
.	.	-

\_\_\_\_\_.( )- -  
· · \_\_\_\_\_

( ) - -  
· · \_\_\_\_\_

\_\_\_\_\_.( ) - -  
· \_\_\_\_\_

\_\_\_\_\_.( )- -  
· · \_\_\_\_\_

\_\_\_\_\_.( ) - -  
· · \_\_\_\_\_

\_\_\_\_\_.( )- -  
· · \_\_\_\_\_

\_\_\_\_\_.( )-----  
· · \_\_\_\_\_

· \_\_\_\_\_.( )- -  
· · \_\_\_\_\_

\_\_\_\_\_.( )- -  
· · \_\_\_\_\_

\_\_\_\_\_ .( )- -  
· · \_\_\_\_\_

\_\_\_\_\_ .( )- -  
· · · \_\_\_\_\_

\_\_\_\_\_ .( )- -  
· · · \_\_\_\_\_

\_\_\_\_\_ .( )- -  
· · · \_\_\_\_\_

- - -  
· · · \_\_\_\_\_ .( )

\_\_\_\_\_ .( )- -  
· · · \_\_\_\_\_

\_\_\_\_\_ .( )- -  
· · · \_\_\_\_\_

\_\_\_\_\_ .( )- -  
· · · \_\_\_\_\_

- \_\_\_\_\_ .( )- -  
· · · \_\_\_\_\_

- - -  
· · · \_\_\_\_\_ .( )

\_\_\_\_\_.( )- -

· \_\_\_\_\_

\_\_\_\_\_.( )- -

· \_\_\_\_\_

- -

· \_\_\_\_\_.( )

·

\_\_\_\_\_.( - )- -

· · · \_\_\_\_\_

\_\_\_\_\_.( )- -

· \_\_\_\_\_

·

· · \_\_\_\_\_.( )- -

·

\_\_\_\_\_.( ) - -

· · · \_\_\_\_\_

\_\_\_\_\_.( )- -

· · · \_\_\_\_\_

· \_\_\_\_\_.( )- -

·

\_\_\_\_\_.( )- -

· · · \_\_\_\_\_

: :

)).( )- -

.((

\_\_\_\_\_

. \_\_\_\_\_

. - .

.( )- -

. .

. .

.( )- -

.

. .

.( ) - -

.

.( )- -

. .

.( )- -

.

. .

.( )-

-

.( )-

-

.( ) -

-

.( ) -

-

.( )-

-

.( )-

-

.( )-

-

.

.

.

.( )

.( )-

-

))

.(

.

.

.( )-

-

.

.

.

.

.

.( ) -

-

.

.

.

.

.

.( ) -

-

.

.

.

.

.



