Basic Thinking Skills Included In the Questions of the Final Ministerial Exams for the Primary Stage in the Subject of Social Textbooks

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The present study aims at analyzing the questions of the final ministerial exams for the primary stage in the subject of social textbooks for the first and second terms for the years (2017, 2018, 2019) in light of basic thinking skills. To achieve the objectives of the present study, the two researchers prepared a list of basic thinking skills containing twelve skills. The list was presented to the experts and specialists in curricula and teaching methods in Sociology and educational psychology. They proceeded to analyze the list to make sure of the consistency of the analysis. The two researchers used the overtime method of analysis with the help of other analysts. Using the \((G, \text{Cooper})\) equation, the coefficient of stability between the first researcher and himself over time was \((95.7)\), between the second researcher and himself over time, it was \((93.6)\), between the first researcher and the second researcher, it was \((97.8)\), between the first researcher and the external analysts, it was \((91.4)\), and between the second researcher and the external analysts, it was \((89.3)\). For the purpose of extracting the results, the two researchers used the frequencies and percentages of basic thinking skills. The two researchers reached to the results that the questions of the final ministerial exams for primary stage in the subject of social studies did not achieve all basic thinking skills. This means that the skills of (sequence, classification, contradiction, problem solving, information gathering, interpretation, and prediction) did not achieve any frequency. Remembering skill achieved the highest frequency (26) with a percentage of \((55.319\%)\), followed by the skill of applying procedures which achieved (7) frequencies and a percentage of \((14.896\%)\). The recalling and reasoning skill achieved (6) frequencies and a percentage of \((12.765\%)\). The skill of interpretation and summarization achieved one frequency and a percentage of \((2.127)\). In
light of the results, the two researchers reached a set of conclusions, recommendations, and suggestions. As they concluded that the questions focused on the levels of memorization and retrieval of information lower than other levels of thinking. The two researchers recommended conducting a study analyzing the questions of the final ministerial exams for the primary stage according to basic thinking skills. The two researchers suggested conducting a study that shows the obstacles hindering the ministry from implementing thinking skills in the curricula and questions for the sixth grade of primary school in a way that motivates students' thinking and urges them to acquire basic thinking skills.

**Key words:** Basic Thinking skills, Ministerial Exams, Subject of Social Textbooks

**Section One**

**First: The Research Problem**

Reviewing, updating and developing existing curricula is one of the means of modern education to face new challenges and adapt to them. In light of the rapid developments taking place in the world, which have emerged after the curriculum was built and implemented, it should be reconsidered (Al-Yasiri, 2016: 147). Curricula should develop flexibility in thinking for students and help them to adapt quickly to new developments. Students should also be trained to follow up knowledge of development instead of memorizing (Abu Harb, 2011: 112). The educational process succeeds in achieving its objectives if it makes students able to practice active thinking based on the quality of the questions presented to them that increase the search for information and stimulate their active thinking and ensure continuity and production. The Ministry of Education sought to prepare a social book for the sixth grade in accordance with its new vision in building curricula based on integration and interdependence. It deliberately focused on arousing the interest of learners to reveal their abilities and to develop self-learning skills and critical thinking. Despite what the Ministry has sought in its new curriculum and what previous studies have emphasized, remembering and memorizing are still dominant. The two researchers reviewed previous studies, conferences, and educational literature, which indicated the need to focus on other levels of thinking. Hence, the desire is to analyze the questions of final ministerial exams for the primary stage for social studies for the first and second terms for the years (2017, 2018, 2019) in light of basic thinking skills.

So, the research problem is in answering the question of to what extent do the questions of the final ministerial exams for the primary stage for social studies include basic thinking skills?
Second: The Significance of the Present Study

Education plays an important role in the lives of peoples as it is the means that nations use to build their generations and prepare them to meet the requirements of life according to the tremendous acceleration that the world is witnessing today in light of changes at various levels and fields as well as having the best means to achieve the goals of society (Attia, 2010: 45) in addition to Its active role in changing society because it is a process of continuous interaction between people and the social environment in which they live (Al-Fneish, 2004: 15). Curricula integration process is one of the main tasks of education to achieve its goals. The curriculum, whatever its type and organization, consists of certain elements, starting with general goals Drafting and a descriptive picture and special goals formulated procedurally or behaviorally as well as the content that is chosen to organize in a way that helps to achieve the objective goals. The content requires describing accompanying patterns of educational experiences, methods of teaching, and educational means. The other element of the curriculum is a program to evaluate the outputs to ensure the extent to which the set goals are achieved to identify the levels of pupils. The evaluation results are used in the feedback processes to improve or develop the curriculum (Al-Wakeel, Muhammad, 2008: 101). The evaluation process is preceded by the process of analysis. It is a process linked to human thought. It aims at realizing Things and phenomena more clearly through the process of isolating the elements and identifying their interconnected properties and the relationship between them. The content analysis is an important resource in the field of education to evaluate the curricula and identify the strengths and weaknesses. This means that designers, implementers, and developers of curricula cannot do anything without an analysis of the content of textbooks (Al-Hashimi, Attia, 2011: 173). The two researchers believe that the method of analyzing the questions enables giving an accurate description of the facts, concepts, generalizations, and skills contained in the questions as it reveals the strengths and weaknesses in them as well as providing the necessary recommendations for transgression Improvement and development as it is a diagnostic and remedial process.

Social books constitute an important part of the school curricula and a source of social learning and social education. They work to study human beings in the time and place in which they live past, present, and future. They are the interest of learners in the present social challenges and their conscious participation in facing the economic, political, social, scientific, and technological challenges.

Examinations are very important educational events resulting in a fateful outcome of passing or failure, as well as describing the content and diversity of the types of questions, their levels, and the depth in the ideas that revolve around these questions to fairly judge the abilities and capabilities of students in employing their cognitive, valuable and skillful stocks.
in educational, learning, life situations, and sound and rational intellectual perceptions (Saada, Fahd, 2019: 51).

The primary stage is the center of the student's first launch as well as being the beginning of the advancement in the ladder education. This stage represents the minimum level of education with a focus on helping students to achieve their comprehensive growth in various aspects of their lives, which allows them to understand the relationships to their school and community environment. It also contributes to Reaching the higher level of education since students at this stage need additional help to define their goals, talents and ability to invest them optimally (Hussein, 2018: 41). The process of education leads to an increase in the level of self-confidence and self-esteem To free students ’minds from restrictions in answering difficult questions, preparing for a practical life, and cultivating good citizenship (Ibrahim, 2009: 48). Basic thinking skills are one of the student’s routine work. This type of thinking includes the lower levels of Bloom’s classification. Mastering it in the primary stage is necessary before moving on to the higher levels of thinking (Al-Masoudi, Al-Hadawi, 2018: 206). Darwazah (2007) sees that the questions attract students’ ’attention to important ideas in the subject matter and urge them to understand and restore them at the appropriate time to benefit from them in the future by helping them and pushing the mental processes. In addition, it stimulates students to seek new knowledge from various references, in general that enrich the educational process and increase students' motivation to learn and encourage them to love surveying in an effective and organized way (Darwazah, 2007: 224).

Third: The Research Objectives

The present study aims to identify basic thinking skills included in the questions of final ministerial exams for the primary stage for social studies.

Fourth: The Research Limits

The final ministerial exam questions for the primary stage for social studies for the years (2017, 2018, 2019) for the first and second terms.

Fifth: Defining Terms

1. Thinking skills; Those mental processes performed in order to collect, preserve, or store information through procedures for analysis and evaluation to reach conclusions and decision-making, through which information and data can be processed to achieve various educational goals ranging from remembering information, describing things, taking notes, predicting and categorizing things, evaluating evidence, solving problems, and reaching conclusions (Saada, 2008: 45).
2. Basic thinking; Uncomplicated mental or intellectual activities requiring the practice or implementation of the three lowest levels of Bloom's taxonomy of the cognitive or mental domain represented by levels of memorization, understanding, application, and some minority skills including observation, comparison, and classification” (Saada, 2008: 60).

3. Questions; A stimuli requiring a reaction or response and a measure of thinking and examination of the educational material and the retrieval of the information stored in the students’ memory in a way that helps to answer accurately” (Darwaza, 2004: 48).

4. Exam; The structured way to determine the degree to which a student possesses a particular trait through his/her responses to questions with descriptions of those responses by numerical measure” (Oda, 1999: 37).

5. Sociology; Studies that concern a person and his/her interaction with his/her social and natural environment (Al-Taiti, 2002: 15).

6. Primary stage; It is the first stage of education in Iraq in which children are enrolled at the age of (6) years. Education in this stage is compulsory. The pupils study for six years (Ministry of Education, 1982).

Section Two

Previous Studies

First: Arab Studies

1. The study of (Al-Obaidi, 2010).
An evaluation study of the questions of history books for the primary stage in the light of the objectives of the book. The study was conducted in the Republic of Iraq with the aim of evaluating the questions of history books for the primary stage in light of the objectives of the subject. The study limits the evaluation of history books for the fifth and sixth grades taught for the academic year (2009-2010) within the levels of the cognitive field for Bloom's classification. The two researchers adopted the descriptive approach and the study community whose sample is the questions of the book of history for the fifth and sixth primary grades. The research tool is the objectives of teaching history for the primary stage for the book of Arab-Islamic history and questions of modern and contemporary history of the Arab nation (Obeidi 2010).

2. The study of (Jassim, 2012).
It aimed to evaluate the final ministerial questions of geography for the sixth grade of primary school according to the Bloom classification. The study was conducted in the Republic of Iraq. It is limited to the final ministerial questions for five years of (2007-2011), the first term according to the three Bloom categories (remembering, understanding, and applying). The research community is limited to the final ministerial questions for the five years from (2007). -2011) the first term represented by (42) questions. The results of the
study showed that the levels of Bloom's classification were (remembering, understanding, and applying) (47.61%) (38.09%) (14.28%) respectively (Jassim, 2012).

3. The study of (Hornwr, 1975).
It was conducted in the United States of America. It aimed to get acquainted with professional information and concepts in primary social subjects books for schools in the state of Mexico. The study community consists of (28) books randomly chosen from among the social materials books. The analysis was done according to a classification prepared by the researcher consisting of (15) Professional units and (22) professional concepts. The results of the study showed the difference in the amount of professional information in the books set from one book to another. The books of the primary stage were based on a small percentage of professional information and that (11) books out of a total of (28) books of the analyzed books include a small percentage of many professional ideas and concepts Differences in the quality of books. The books were weak and scientifically unacceptable (Hornwr, 1975).

It was conducted in the United Kingdom. Its aim was to identify the extent of the diversity of the questions of social studies textbooks for the first and second grades to determine the degree to which the books achieve developing higher-order thinking skills. The analysis included (3) books for the first and second grades. The researcher used Nisli modified method. The study results showed that most of the books’ questions still measure the lowest levels of thinking and that the authors of the questions in the systematic book did not take into account the stages of students’ age development (Abaya 1993).

Second: Implications and Indicators of Previous Studies

1. Previous studies were descriptive. The present study is consistent with them.
2. Previous studies have varied in their objectives. The study of (Al-Obaidi 2010) aimed to evaluate the history books questions for the primary stage in light of the goals of the subject. Whereas, the study of (Jassim 2012) aimed to evaluate ministerial questions for the geography subject for the sixth grade of primary education according to the Bloom classification. The study of (Hornwr 1975) aimed to Analyze the content of books for social subjects prescribed for primary schools in the state of Mexico. The study of (Abaya 1993) aimed at a comparative analysis of questions of social studies textbooks in the United Kingdom to determine the diversity of questions of social studies textbooks for the first and second grades Books. The present study aims to analyze questions of final ministerial exams for the primary stage of history and the extent of including basic thinking skills.
3. The place of conducting the previous studies.
The study of (Hornwr 1975) was conducted in the state of Mexico in the United States of America. The study of (Abaya 1993) was conducted in the United Kingdom. The study of (Al-Obaidi 2010) and the study of (Jassim 2012) were conducted in Iraq. The present study was conducted in Iraq.

4. Studies differed in their standards. The study of (Hornwr 1975) adopted information and professional concepts in the books of social subjects. The study of (Abaya 1993) was conducted according to the availability of higher thinking skills. The study of (Al-Obaidi 2010) was conducted according to the objectives of the subject. The study of (Jassim 2012) was conducted according to Blum classification for the first levels. The present study differed in its standard with previous studies. It depended on basic thinking skills.

Section three.

Research Methodology and Procedures

This section includes the research methodology and the procedures that the researchers followed in order to achieve the objectives of analyzing the basic thinking skills included in the questions of final ministerial exams for social studies in the primary schools, which consists of identifying data sources, the research tool used in the analysis and the process of preparing it to ensure its sincerity and reliability, and statistical methods. The researchers adopted the descriptive approach (content analysis), which is an accurate structured description of the content of written or audible texts by defining the subject and purpose of the study and defining the study community from which cases chosen to study content. And its analysis (Alyan and Ghoneim, 2008: 52).

The Research Community and Sample

The choice of the research community is one of the basic tasks that the researcher performs and provides a description of the original community and its characteristics. It is difficult to obtain a representative sample unless the original community determines it. It is not possible to choose any statistical method or tool except for the description of the research community from which the sample is taken (Al- Moussaoui, 2015: 66).

The community and sample of the present study included questions of final ministerial exams for the subject of social studies in primary schools for the first and second terms for the years (2017, 2018, 2019) as shown in Appendix (2). Choosing the sample is one of the important steps in the research. It reveals the extent of consistency and correlation between the research problem, the objectives, and its tools. Figure No. (1) shows the sample size that represents the community itself. It expresses selected items for study and analysis in order to infer the
characteristics of the community from which it was taken (Al-Mutlaq and Al-Amarin 2013: 152).

**Table 1:** Distribution of final ministerial exam questions for the subject of social studies in primary schools

<table>
<thead>
<tr>
<th>No</th>
<th>Year</th>
<th>Term</th>
<th>Main questions</th>
<th>Branch questions</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2017</td>
<td>First</td>
<td>6</td>
<td>30</td>
<td>16.39</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Second</td>
<td>6</td>
<td>30</td>
<td>16.39</td>
</tr>
<tr>
<td>2</td>
<td>2018</td>
<td>First</td>
<td>6</td>
<td>31</td>
<td>16.93</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Second</td>
<td>6</td>
<td>30</td>
<td>16.39</td>
</tr>
<tr>
<td>3</td>
<td>2019</td>
<td>First</td>
<td>6</td>
<td>31</td>
<td>16.93</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Second</td>
<td>6</td>
<td>31</td>
<td>16.93</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>36</td>
<td>183</td>
<td>100</td>
</tr>
</tbody>
</table>

**The Study Tools**

The nature of the study, its objectives, and its requirements determine the appropriate tool. The present study relates to the analysis of questions of the final ministerial exams for the primary stage for the first and second terms of the years (2017, 2018, 2019). Therefore, the two researchers built the tool to analyze the questions as a primary objective of this study. The group of basic thinking skills is one of the lowest levels of thinking that are appropriate for the primary stage in agreement with the opinions of experts and arbitrators in the field of teaching methods, psychology, measurement, and evaluation, which are the ratios of tools and most appropriate to the nature of the study and the answer to a question For the problem identified.

**Table 2:** Classification of basic thinking skills

<table>
<thead>
<tr>
<th>Basic thinking skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Remembering; Recalling Skill is the ability of students to store information and keeping it in the long-term memory. It is the process of storing information in the brain for later use.</td>
</tr>
<tr>
<td>2 Calling Skill; The ability of students to store information in the long-term memory and recalling it when needed.</td>
</tr>
<tr>
<td>3 Sequencing Skill; The ability of students to arrange paragraphs or content in an organized and accurate manner. Things are placed in a specific organization that is chosen with great care.</td>
</tr>
<tr>
<td>4 Classifying Skill; The ability of pupils to group things based on their characteristics within meaningful groups or categories.</td>
</tr>
<tr>
<td>5 Discordance Skill; the ability of students to search for similarly different things again and again.</td>
</tr>
</tbody>
</table>
Problem Solving Skill; It is the ability of students to analyze and devise strategies aiming at solving a difficult question or problem that impedes its progress, that is, finding a solution to a specific problem.

Application of Procedures; The ability of students to learn to do something very accurately so that it becomes unnecessary to think a lot about these steps while doing them.

Information gathering skill; The ability of students to acquire information using different senses, i.e. paying more attention to something.

Interpretation Skill; The ability of students to explain natural and social phenomena.

Prediction Skill; The ability of students to predict what will happen in the future in light of previous indications that are significant.

Explanation Skill; The ability of pupils to explain the real causes and not the apparent causes, which requires them to think in depth to find out the real causes.

**Validity**

Validity is one of the conditions that must be met in the instrument approved by the researcher. Any test must be valid and measure the objective (Al-Yasiri, 2016: 183). It means the validity of the tool in measuring what was set; what the researcher wants to measure (Attia, 2010: 108). (Ebel, 1972) presented one of the best means to achieve apparent validity. The two researchers presented their research tool to a group of experts and arbitrators specialized in this field to identify the extent to which the instrument's items represent the trait to be measured (Ebel, 1972: 997). The two researchers presented the research tool in its preliminary form, appendix (1) to a group of (10) specialists and arbitrators in the field of teaching methods, psychology, measurement, and evaluation. (80%) of the experts approved the criteria used in the present study. Bloom indicated that the item that gets a percentage of agreement of (75%) or more, researchers can rely on and be assured of its sincerity (Blum et al., 1983: 77).

**The Analysis**

A. Analysis Units.

• The registration Unit; It is the smallest part of the analyzed content through which statistics are to be diagnosed for that content. The two researchers used the Idea Unit in analyzing the questions of final ministerial exams in the primary stage for social textbooks for the first and second terms of the years (2017, 2018, 2019) as the most appropriate unit For the present study.

• The context Unit; It is the structure surrounding the registration unit that must be examined for the purpose of arriving at a diagnosis of the registration unit. It is the item in which the idea exists. The two researchers adopted the question found in the questions of final
ministerial exams for social textbooks for the first and second terms of the years (2017, 2018, 2019).

- The census Unit; It is the method of calculating the frequencies that appear in the analysis of the questions of final ministerial exams for social textbooks for the first and second terms of the years (2017, 2018, 2019). Therefore, the two researchers used frequency as a unit to enumerate the appearance of the idea in the question in each of the basic thinking skills that the tool contains Appendix (3).

B. The rules and principles that the researcher adopts in the analysis.

- Reading each of the copies of the questions that amounted to (6) copies distributed in two categories with the social textbooks for the sixth grade of primary school, the fourth edition of the year (1440 AH / 2019) available on the ministry's website (www.manahj.edu.iq).
- The questions containing a number of branches, definitions, explanations, etc. are considered questions that express one idea.
- The questions containing several demands or points and considering each of them as an idea within the main question and giving it a frequency if the idea reflects a skill.

C. Comparing the question with the skills that the two researchers adopted with the research tool.

- Emptying the results of the analysis in the table of analysis of questions by giving a mark (√) to each question within the classification in the analysis table, that is, the availability of skill in the question and giving a mark (X) indicating the lack of any skill in the question as in Appendix (3).
- The two researchers analyzed all the questions mentioned in the final ministerial exams for the primary stage of the social textbooks as shown in the appendix (3).

**Stability**

Stability is defined as "the degree of consistency in the measurement of the characteristic that is the subject of overtime measurement when re-applying the tool several times. Stability is expressed in a quantitative form called the stability coefficient that ranges between (zero and the sound one) and everything that increases the value of the scale stability coefficient indicates that The scale has a high stability and vice versa. But, that does not mean that stability reaches the sound one because measurement in behavioral sciences is tainted with errors, which are called errors of measurement (Shayeb, 2009: 102). Stability is affected in content analysis studies by variables including the nature of the material being analyzed and the efficiency of analyst training Clear definitions of thinking skills Basically, which was included in the research tool. Since the method of analyzing the content requires objectivity, this can be achieved by finding consistency, so the two researchers deliberately sought to establish consistency by training the analysts separately on the method of analysis. The basic thinking skills were explained to them and the research tool was presented to them in Appendix (2). The stability analysis was based on two types of agreement, which are the
researchers’ agreement with themselves over time to analyze the questions mentioned in the exams for the two terms mentioned in Appendix (3).

That was analyzed by each researcher. The time period separating the first and the second analyzes was (21) days for the researcher to achieve an agreement with himself. The best period to measure stability is from two or three weeks (Al-Zobaie and Muhammad, 1981: 34). The two researchers used an external analyst after agreeing on the foundations and procedures adopted in the process of analyzing the analysts' analysis form and extracting the stability ratio from appendix (3) which yielded the results of persistence as in Table (3).

<table>
<thead>
<tr>
<th>Type of agreement</th>
<th>Measures</th>
<th>agreement</th>
<th>disagreement</th>
<th>Consistent ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>The first researcher overtime</td>
<td>The first researcher with the same interval of (21) days</td>
<td>45</td>
<td>2</td>
<td>95.7</td>
</tr>
<tr>
<td>The second researcher overtime</td>
<td>The second researcher with the same interval of (21) days</td>
<td>44</td>
<td>3</td>
<td>93.6</td>
</tr>
<tr>
<td>Between the first and second researcher</td>
<td>Among researchers</td>
<td>46</td>
<td>1</td>
<td>97.8</td>
</tr>
<tr>
<td>The first researcher and external analyst</td>
<td>With an external analyst</td>
<td>43</td>
<td>4</td>
<td>91.4</td>
</tr>
<tr>
<td>The second researcher and external analyst</td>
<td>With an external analyst</td>
<td>42</td>
<td>5</td>
<td>89.3</td>
</tr>
</tbody>
</table>

\[ K2 = \frac{\text{Total}(or1 - or2)^2}{EF} \]

OR= observation repetition
EF= expected frequency  
albayati and zakarya, 1977:259-292,

\[ \text{Cooper‘coefficient} = \frac{\text{agreement frequency}}{\text{agreement frequency} + \text{disagreement frequency}} + 100 \]

Presentation and Interpretation of the Results

This section includes a presentation of the results of analyzing the final ministerial exam questions of the primary stage for the subject of social textbooks for the first and second terms for the years (2017, 2018, 2019).

First: Presenting the Results

The two researchers previously determined the question of whether the question of final ministerial examinations for social textbooks include basic thinking skills. By estimating the frequencies obtained from the analysis of the final ministerial exam questions for the primary stage of the subject of social textbooks for the first and second terms of the years (2017, 2018, 2019) and determining the percentages for each of the basic thinking skills, the results of the analysis of each of the questions will be presented as in Table (4).

Table 4: Frequencies and percentages of basic thinking skills for the final ministerial exam questions for the primary stage of social textbooks for the first and second terms for the years (2017, 2018, 2019).

<table>
<thead>
<tr>
<th>No.</th>
<th>Basic thinking skills</th>
<th>frequency</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Remembering Skill</td>
<td>26</td>
<td>55.319</td>
</tr>
<tr>
<td>2</td>
<td>Recalling Skill</td>
<td>6</td>
<td>12.765</td>
</tr>
<tr>
<td>3</td>
<td>Sequencing Skill</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>Classifying Skill</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Discordance Skill</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>Problem Solving Skill</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>Proceduralizing Skill</td>
<td>7</td>
<td>14.896</td>
</tr>
<tr>
<td>8</td>
<td>Information gathering Skill</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>Interpretation Skill</td>
<td>1</td>
<td>2.127</td>
</tr>
<tr>
<td>10</td>
<td>Prediction Skill</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>Explanation Skill</td>
<td>6</td>
<td>12.765</td>
</tr>
<tr>
<td>12</td>
<td>Summarization Skill</td>
<td>1</td>
<td>2.127</td>
</tr>
<tr>
<td></td>
<td>total</td>
<td>47</td>
<td>100</td>
</tr>
</tbody>
</table>

Second: Interpretation of the Results of the Analysis

It is clear from the results presented in Table (4) that the final ministerial exam questions for the primary stage of the subject of social textbooks for the first and second terms of the years (2017, 2018, 2019) contained in the final ministerial question forms presented in Appendix (3) that the skill of remembering achieved the highest frequency of (26) frequencies At a rate of (55.319%). This is due to the interest in the substantive questions that work to store the
information and keep it within the long-term memory. It followed by the skill of applying the procedures. It achieved (7) frequencies and a percentage of (14.896%). The recalling and reasoning skill achieved (6) frequencies and a percentage of (12.765%). The skill of interpretation and summarization achieved one frequency and a percentage of (2.127). (Sequence, classification, contradiction, problem solving, information gathering, interpretation, and prediction) are the basic thinking skills that did not achieve any frequency within the analysis process. This means that the questioner does not give them a role in helping primary school pupils to store and retrieve information and access to generalizations as they work to develop concepts. Pupils lose their ability to free their thinking in the case of unconventional situations. They are also unable to solve problems and complex situations. This leads to not taking advantage of the previous knowledge that the pupil formed from the social textbooks. It will lead to depriving the pupils from adding their previous experiences and extracting meaning from them. Perhaps, this helped to weaken motivations To think about tangible and abstract areas. Losing the role of skills will make their answers free of correct conclusions. Besides, it weakens identifying errors in opinions and facts and will not develop their ability to choose between the appropriate and inappropriate information and weaken their ability to issue accurate judgments in decision-making, which may lead to depriving them from contemplative and creative thinking. The evaluation methods used in the primary stage for final ministerial public examinations focusing on the lower levels of thinking, and not emphasizing the characteristics of cognitive development among primary school pupils, which made the questioner expect Among the few pupils in the field of basic thinking led to a lack of attention to the skills of basic thinking, as the questions in the primary stage were traditional and repeated every year in the same manner. The change only occurred in their formulation by topicalizing and delaying them. Perhaps, this may be due to the fact that the authors of the ministerial exam questions of the subject of social textbooks were not provided with a list of basic thinking skills, which undoubtedly helps them to accurately measure the students' intellectual capabilities.

Section Five
Conclusions

1. Continuing to formulate the questions in the same manner causes students to become accustomed to these patterns in reading them. If they change, the pupils may fail.
2. Enhancing the questions with thinking skills that expand students' awareness and find new and creative connections between the previous and available storage in their cognitive structure.
3. Making students able to think more flexible than their parents will generate many responses.
The Recommendations

In light of the results, the two researchers recommend the following:
1. The Ministry of Education should focus its questions on the levels of basic thinking, as it works to prepare students who are able to practice higher thinking skills.
2. Implementing thinking skills in the content and activities in the curricula of social textbooks in the primary stage in a manner that is consistent with the Ministry's objectives in getting students to think.
3. Paying attention to other curriculum elements by training teachers to develop their thinking skills, as well as training them on appropriate evaluation methods.

The Suggestions

1. Preparing studies that show the Ministry’s obstacles in integrating thinking skills into its curricula and questions.
2. Displaying the content of the social textbook for the sixth grade of primary school in a way that stimulates pupils' thinking and also urges them to acquire basic thinking skills.
REFERENCE


Abya, J. Layance (1993) Textbook questions and cognitive development: A comparative analysis of questions in junior and senior high social textbook dissertation abstracts international. 54 (7) 2438 A.