THE EFFECTIVENESS OF A PROPOSED PROGRAM BASED ON AESTHETIC CRITICISM IN THE DEVELOPING OF SKILLS OF THE LITERARY TASTING OF THE FIFTH GRADE LITERARY STUDENTS

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ABSTRACT

The purpose of this research is to know the effectiveness of a proposed program based on aesthetic criticism in the development of literary taste skills in the fifth grade students. To achieve the research goal, the researcher prepared an educational program based on aesthetic criticism to teach literature and texts,The researcher choseA sample of (63) students of the Imam Ali Bin Abi Talib Preparatory School in Ramadi city of the General Directorate of Anbar Province for the academic year (2018/2019) by 31 students for the experimental group and 32 students for the control group. He taught the two research groups by himself, and the duration of the experiment lasted a full semester , The results showed that the students of the experimental group who studied the proposed program surpassed the students of the control group who studied the traditional program.

CHAPTER ONE : DEFINITION OF RESEARCH

Research problem : The goals set for literature did not achieve in the students understand they have only heard some of the poems and they often can not distinguish what they read, and knowledge of distant goals aimed at the authors **(ALsaed, 1988: 188)** The methods used in the teaching of literary texts show that teachers still follow the traditional methods, which carry the conservation and memorization, and based on diction and indoctrination **(Ahmed, 1988: 10)**In addition, the curricula designed to teach literature are far from the world of students, do not take into account their interests, do not meet their needs, and do not keep pace with their mental, psychological and emotional development, it is undoubtedly a factor of alienation from learning.In order to avoid this deep gap, and to save what can be saved, there is a need for effective treatment and solutions for the various influencing factors, so it is obvious that effective programs should be used to help build a comprehensive knowledge building,Therefore, the problem of the current research is to answer the following question: How effective is the proposed program based on aesthetic criticism in the development of literary taste skills among fifth grade students?

research importance : Literature is one of the most beautiful linguistic arts, with its characteristics and characteristics, and its active role in building the personality of the human being, strengthening his thought, improving his feelings and his senses, and refining his tendencies and rectifying them with values and values that correspond to the society's view of human and life issues. The interest in the applied aspects of the

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important elements in the teaching of any educational material, including literature, Perhaps it is important to pay attention to the use of educational programs based on analysis, conclusion and criticism of the literary text, whether a poem or a rich text to expand the culture of the student and strengthen the queen of criticism and deepen the love of beauty and draw from the basis of the foundations of true monetary rules have its aesthetic approach . Perhaps the most important benefit is the development of literary taste, and this queen not only knowledge of a range of rules and laws, but it gets good reading of the system and scattered, and the attention to the characteristics of good and ugly literary work, as this taste is to respond to acceptance or rejection. **(Abdel Bari, 2009: 31)**Taste is one of the elements of literary creativity as it is said that the state of literature three queens: Queen of Creation and Queen of Criticism and Queen of Taste. **(Khudair, 1997: 92)** The process of aesthetic taste remains in a continuous and permanent movement from the literary text to the connoisseur, and vice versa, until the balance is achieved between them, so that the aesthetic pleasure or taste occurs. **(Fahmi, 1981: 10)**The proliferation of literary production has led to the emergence of an urgent need to use new approaches in literary criticism to keep up with this large stream of literary literature, which is heavily imbued day after day in modernity, as well as the inclusion of many official and semi-official institutions of criticism within its programs. The aesthetic critique is a critical approach that examines the relationship between literary work and the audience of connoisseurs. Criticism is critical because criticism seeks to explain literary work and improve its relationship with the audience of taste, And aesthetic criticism seeks to explain this interpretation, and to examine the nature of this relationship and to stand on its controls and conditions, the importance of aesthetic criticism for literary criticism is similar to the importance of grammar for the language, because the aesthetic critic issues his judgment on the value of literary works according to these rules and according to his taste and sense Beauty. **(Mahmoud, 1979: 30)**In light of all the above, there is an urgent need for studies concerned with aesthetic criticism in the teaching of literature. It is clear from the researcher's knowledge of previous studies in the field of Arabic language teaching methods, the absence of a previous study showing the effectiveness and effectiveness of aesthetic criticism in the development of literary taste skills, Therefore, the

researcher decided to carry out this study to find out the effectiveness of a proposed program based on aesthetic criticism in the development of literary taste skills among students in the fifth grade.

The purpose and hypothesis of the research:
This research aims to identify the effectiveness of a proposed program based on aesthetic criticism in the development of literary taste skills among students in the fifth grade.

The first hypothesis: - There is no statistically significant difference at the level of (0,05) between the average score of students in the experimental group studying the literature and texts according to the proposed program and the average grades of students in the control group who study the same material as usual in the test skills literary taste Post.

The second hypothesis: - There are no statistically significant differences at the level of (0,05) between the average scores of the experimental group students in the tests of the post-literary and deferred taste.

Search limits: This search is determined by: 1- The fifth grade students in the preparatory and secondary schools for the academic year 2018/2019 in Anbar province. 2 - Topics of the book of literature and texts to be taught for fifth grade students in Iraq for the academic year 2018/2019.

Definition of terms:
The researcher defined the important terms, including:
Effectiveness : The impact of the proposed educational program according to the aesthetic criticism in the development of literary taste skills in the fifth grade students in the current research sample (experimental group) and is measured by way of identifying the size of the effect and the difference in the post-test.
the program : A teaching system prepared by the researcher is composed of objectives, educational content, teaching strategies for this content, activities and methods of assessment, to teach the fifth grade students the research sample (experimental group) in order to achieve the development of their taste skills.
Aesthetic criticism : Monolithic monetary rules governing the literary work and studying the text in terms of its own merits and citizens of beauty in its form and content regardless of the environment, time and age and the personality of its origin, through the specific criteria

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against which built an integrated educational program applied to the textual texts of the book of literature and Texts for fifth graders in order to develop their taste skills.

Literary Tasting: The response of students of the fifth grade literary (empirical research sample) and their understanding of the aesthetic and technical characteristics of the prescribed methodological texts and the sense of beauty and good formulation and the strength of its style and the beauty of expression and judged with satisfaction or rejection, and measured by the degree obtained by the student in the test skills of literary taste beyond Prepared for this purpose.

Fifth grade literary: (adopted researcher definition of the Ministry of Education): The second grade of the preparatory stage in the general education system in Iraq, which follows the intermediate stage and the duration of study at this stage is three years. Its job is preparing for practical life or university education. **(Republic of Iraq, Ministry of Education, Curriculum, 2012)**

CHAPTER II: THEORETICAL ASPECTS AND PREVIOUS STUDIES: FIRST: THEORETICAL ASPECTS:

aesthetic criticism: The aesthetic criticism is one of the most important monetary approaches that derive from the nature of literature, and its meaning and its tools, which are acquired by the literary character. It is more concerned with the aesthetics of language, in particular, with all the language of breadth, including music, Jurisprudence ". **(Wilk and Warren, 1987: 19)** or "appreciation of the artistic effect through our concept of taste for beauty controls and conditions."**(Abdel Nour, 1975:   85)**

The aesthetic criticism is divided into two parts:

1 - Department focuses on the beauty of the same thing, which is called the objective judgment, which does not enter the personal emotion in it.

2 - The second section, which focuses on the feeling of pleasure and aesthetic pleasure without an end, and called self-rule, which moves the emotions towards his beautiful qualities. **(Gribal, 2010: 137)**

General characteristics of aesthetic criticism:

The general characteristics of aesthetic criticism can be summarized as:

A. bases the nature of literature and not of its functions, and then focuses on beauty in the form.

B. focuses on the nature of literature, then looks at the construction of literary work; and analyzes the components of this construction, which are linked to the experience of poetry as a whole work.

C. The aesthetic critic examines the interrelationship between them within the elements of the text, assuming that the meaning consists of the material of the form and the material of the content. **(Hamada, 1982: 143)**

The foundations of aesthetic criticism:

First: Respect for the form: It is the commitment of the creator Precision and mastery and mastery and control of the tools and means of the text, and form is an essential part of literary production and the form includes various aspects are closely related to these aspects are: Precision, the quality,Take into consideration the system, Music.

Second: the commitment of objectivity: the exclusion of personal emotions and the calculation of utility and damage and beauty and ugliness of the process of issuing monetary judgment in aesthetic criticism, and on this basis divided some taste on two types or two: taste in the general sense which is different between individuals, taste in the sense of special aesthetic taste that Ruling on pure beauty in the literary work and almost completely As agreed by the rules of grammar in the language clause by universal agreement. **(Ismail, 1992, 82)**

Third: Denial of the value of content: This principle depends on the principle of respect for form, aesthetic criticism is biased to form and neglect the content, and the value of poetry is not limited to its content, whether real or ideal or retrograde, but in how to express the content, he believes that the important is The poet and how to be his expression, not the subject in itself. The aesthetic criticism denies the historical, social and religious values of the literary work because it does not believe in any usefulness behind it. Poetry has no higher value than beauty. It looks only at the beauty of the text, and one of the philosophers has justified this trend by saying: The Prophets, Bradley said in the same sense: how the subject can determine the value Hair while you can write in one subject in poems vary their value. **(Adonis, 1978: 71)**

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The theoretical and educational foundations of aesthetic criticism:

After all that has been presented to the aesthetic criticism as a critical approach based on the foundations of aesthetics we will now touch on the theoretical and educational frameworks. By nature, criticism is a process of learning that results from a set of cognitive processes that begin with attention through sensory and mental perception and reasoning. Processes associated with information processing are a transition to complex thinking patterns of information-assessment skills that result from critical thinking. The process of criticism is then a complex process of higher thinking processes that are linked to the skills of evaluating information, which are rooted in critical thinking. Criticism is a process of thinking that aims to scrutinize a subject to determine its strengths and weaknesses by analyzing and evaluating it based on criteria Provisions, The criteria that form the basis of the judgment may be specific before the practice of monetary operation and may not be according to the monetary approach. **(Jarwan, 1999: 313)** A large part of the decision-making process is the concept of critical thinking, which is the basis and essence of issuing a judgment or procedure or evaluation of a question or evidence or argument or idea or subject. While the other part is solving problems. However, the difference between all these labels is in understanding the solution or the image of the solution. In critical thinking, the outcomes can be predicted. In solving the problem, the individual remains without a convincing answer and tries to reach as much as possible a reasonable solution to the problem. And his job is to identify the best to achieve his goal. **(Batah and Al-Saud, 1997: 142)**

Characteristics of the Critical Thinker:

• seeks to separate the emotion and logic in the issuance of judgments.
• He avoids courtesy in things he knows nothing about.
• Distinguish between truth and opinion, generalizations and hypotheses.
• Seek the reasons and possible alternatives.
• It gives the same importance to all aspects of the situation.
• Depends on logical uncertainty about existing assumptions.
• Independent in making decisions.
• Has great openness and flexibility.

• Deal systematically with all aspects of complex situations.
• Has the ability to predict potential outcomes.
• Differentiates logical and illogical conclusions**. (Radwan, 2000: 34)**

Benefits of Critical Thinking for Learners:

• Deep understanding of knowledge content.
• Independent thinking and freedom from management and self-knowledge.
• Encouraging and developing the spirit of research and inquiry, and careful scrutiny of information and negotiation and the spaciousness of the horizon.
• Give the school experience a meaning, and enhance its application and practice.
• Improving the educational attainment of learners.
• Raise the level of the learner and make it positive interactive and active participant in the learning process.
• Provides the learner with the ability to solve problems and make appropriate decisions.
• Raises the level of self-esteem of the learner and increases his self-confidence. **(Bakhit, 2000: 137)**

2 - literary taste:

First: its concept: It is not easy to find a comprehensive description of the comprehensive concept of literary taste; because the concept is wider than limited words, the case of passion, imagination and beauty, and other terms of the other, However, we can say that literary taste is a standard and a measure of literary criticism, it is a monetary image within the scope of what we call aesthetic criticism, which is to look at the literary text to distinguish what is beautiful and ugly in it. It is the force in which we appreciate the technical impact. **(Shayeb, 1956: 122)**There were many views that indicated the taste and clarified its concept, including "the group of experiences of the individual and his ability to interact and integrate with the beauty." **(Wahba, Eng., 1984: 175)**It is a "behavior of the reader expressing his understanding of the ideas that the text aims at, the extent to which he is influenced by the images, his sense of the music of the words and his structures and his understanding of its meanings and innovative expressions, and its ability to distinguish the good and the bad." **(Salem, 1998: 9)** The importance of literary taste in relation to the initial mental processes is represented by distinguishing the aesthetic value of words, highlighting the impact of literary image, balancing the various

literary texts, as well as being an innate talent that is characterized by the teacher-led training and the text that is the tool of this training. An acceptable degree of accuracy and science consistent with p The learner passed his abilities and his awareness. **(Khater et al., 1989: 35)**The importance of the taste of the student in raising his sense of the value of words and vocabulary, and the beauty of style and meanings, and the magnificence of literary imagination, and the truth of emotions, and the development of ideas, and evaluation of literary texts, and the sense of beauty in it, and the coalition of elements among them to form an integrated unit. It also makes the student able to use the words and vocabulary clearly, used to good speech good writing, and has the accuracy of thinking and application and expression. **(Shehata, 1997: 145)**

Sources of literary taste:
Tasting is a process of refining, raising and growing under conditions and sources that qualify it to reach the peak of understanding and proper perception of the beauty of the text, and the most important sources of literary tasting:
1 - balanced thinking: The sound balanced thinking that gives the right role in explaining the facts and convincing arguments, and the interpretation of the relationship between the cause and the result and between the method of governance and destination, is the first source that can walk the taste of the beauty of the text of the first steps.
2 - Passion: It is the feeling that occurs in the self when reading the text transmitted by the senses, and is another source to avoid the process of tasting the state of tyranny of mental thinking abstract to judge the literary work, and protect the process of criticism from any distortions dictated by abstract thought of feelings and Emotions on issuing monetary judgments.
3 - positive reading: the process of extensive knowledge of the products of literature poetry and scattering, and training in the eloquent ways of reading, memorizing and listening, and research in those texts and taste and analysis and detect the hidden beauty.
4 - Talent and readiness: Talent is the innate factor in the man who is polished by learning and reading and text simulation, and readiness is the ability to continue to advance the refinement of the innate talent of the reader critical critic through the intensive reading and to see the most important rhetorical methods and what the writers wrote . **(samak, 1998: 486)**

The ingredients of literary taste:
Are "artistic and aesthetic elements of emotion, imagination, structures, expressions and music, which must be available in the literary texts and addressed in the school curriculum by analysis, discussion and explanation, which if available in a consistent way that prompts students to read the text and inclination and enjoy And taste his beauty. " **(Obaid, 2000: 14)**And from the above we can determine the ingredients of literary taste, which are the basic components of any literary work, which is as follows:
A - Words: It is the construction of the initial text, which carries the psychological and emotional implications and the perception of the writer who organizes it in high-skilled weaving, and woven a fine text, such as jeweler, which combines Almntorh to form a contract in a very splendor and beauty in the use of innovative and wonderful and sensitive to language. "The meaning of a word does not indicate the word alone, because it does not suggest except in scattered meanings that do not link any relationship, but derive their existence in a particular context, and by way of contact with the second words that harmonize with them, affect them and affect them." **(Makki, 1980: 78)**
B - ideas: is an important element and the main elements of literary work, produced and generated by the writer's view of the universe and life and society, and explanations of the aspects of life and nature around him and man. The ideas of the text explain all the visions emanating from the writer's thinking and the depth and accuracy of the writer, "The right eye to be discussed is that the literature is upscale, authentic and immortal never lost its thinking, and evidence of this literature of great poets poets in various nations and ages The likes of Mutanabi, Shakespeare and others. " **(Addiction, 2001: 16)**
C - Emotions: The literary text reflects a reflective of what is going on in the same writer of feelings and emotions and feelings and what reacts in his mind from the thoughts and ideas, and what this author feels emotions dominated by him in a position or a group of positions, blues Abirha in any single Or idea or imagination or meaning woven by his passion to crown his words creative and immortal influential. And the person passes through the years of his life with many experiences, and each experience puts its mark on the pages of his life, and feel pain and joy sometimes, nostalgia and alienation and anger and boredom

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sometimes other. All of these emotions leave a clear impression within themselves, but it is different in the creative, because it feels the senses of the average individual, but he has the ability and talent to disclose what is inside, and this talent is supported by "a wealth of diverse experience and experience and knowledge refined and trained by the spirit of literature and Products ". **(Hadidi, 2010: 98)**

D - meanings: Any literary work and a special function stems from nature, it reveals the feelings and feelings and emotions writer in a language that eloquently expresses his spirit and his own style and the fingerprint of his community, and all these feelings and emotions generated by the effects of the surrounding reality or the writer, Writer to internal psychological responses, and then to the vocabulary and sentences carrying within them thoughts Uncle Yaga and images suggestive and fertile imagination, which color the passion, And express the most comprehensive way of the various forms of meanings that are explicit sometimes or implicitly other times to the movement of the recipient, and raise to share the writer's emotions and feelings and feelings.

E - Achilles: occupy the Achilles important position among the parts of literary work, it represents the re - formulation of reality and representation and construction in the world of literature, that one of the most innate talents of any creative is the fertility of his imagination is the way to prove the same writer on the ground and derive from them and free From his reality to organize his ideas and the things around him with a deep sense of depth, in light of which the language is formed in new images With a desire to spend this free time in broad horizons. And the Achilles is of great importance. "It is that the mysterious thoughts are blowing in their form and abundance, which is the nucleus of the literary text, and whenever the brothers are free and creative, the author's creativity comes true and creative." **(Makki, 1980: 13)**

f - Images: The importance of the literary image in the embodiment of what is just and give it the sense of character, the image brings abstract to the nature of the psychological person who yearns to understand what in the universe of vocabulary leads to what does not play the normal language in the presentation of the facts sometimes abstract. It also has a prominent and important importance in giving the text its attractiveness and clarity through the imagination which conveys the image from the ground to be painted by the writer of the clever and

the various facets of the rhetoric of the types of benevolent benefactors of Tabak and genetics and interview and COO and graphic images metaphor and analogy And Tory and metaphor and metaphor and many moreAnd that stand out - to be used spontaneously by the writer - the extent of his proficiency and innovations and abilities, we sometimes see a literary image and one of the finest and expressive works beyond the bus with images that do not express the sense of the ability of the writer and his personal creativity.

g- Rhythm and Music: The music generated by literary work creates an aesthetic dimension that follows the rhythms of sound and tone and the movements of words in an attractive bell that excites the reader, attracts his attention, appeals to him and enjoys his brilliance and harmony. The music is divided into poetic text into an interior which is a hidden rhythm represented by the harmony of the components of the text and its elements, the good use and selection of words and vocabulary, the consistency of the structures, the oddity of words, the passion and sincerity, the sequence of logical ideas and their consistency, An apparent rhythm resonates his voice and sees his movement and the virtuous virtues brain Roll As well as the most important elements of external music of the weight is the compatibility of joints and movements and housing and rhyme, which is woven at the end of the verses the identity of the poem and is the character that is sealed by all verses of the poem. **(Fadel, 1992: 144)**

Literary Tasting Skills:

A set of basic general statements or phrases that determine the necessary knowledge and skills that students must master and acquire and the information that is of great importance to them such as concepts, principles, facts and different fields. The necessary and important skills are in their ability to perform properly Perfect for work, thinking and thinking W communication and also include behaviors necessary to achieve success trends. **(Lou McCloskey, 2003: 4)**And when I read most of the previous studies and literature aimed at the development of literary taste among learners in various stages of their studies, we find that some of these studies described by standards in what most other studies described as skills, and almost all converge in describing these skills, which constitute the nerve of literary work, These skills are also key skills Irrigation sub-skills belong to the main, and including:

• Represent the psychological movement in the text.
• Ability to extract a house that includes the idea of the main text.
• Ability to identify the nearest verses to a house from another text.
• Understanding between the elements and parts of the organic unit and between the ideas of the text of the thread.
• Choose a suitable title for the text in the light of his or her passion.

Second: Previous Studies:

1- **The study of Shehata (1994):**This study was conducted in Egypt and was designed to develop the literary taste skills of the fifth grade students through the researcher building a proposed program prepared by himself. In order to determine the effectiveness of the program, the researcher adopted a one-group experimental design and two tests (tribal and post-test). A sample was chosen from (60) students and students of the fifth grade primary school by (30) students and (30) students and rewarded the researcher between students and students in the variables of reading and writing. The researcher prepared a literary tasting test consisting of two poetic texts followed by each of the five questions of the type of multiple choice, and the researcher applied the test before the start of the experiment. There were no statistically significant differences between the students and the students in this test. The experiment lasted for three months. After the analysis of the data using the TIS test, the results showed a statistically significant difference between the mean of the target sample in the tribal application for the literary taste test and the average score in the post application and for the post application. There was no statistically significant difference between the average grade of boys and the average grade of girls in the post-test. **(Shehata, 1994, pp. 257-280)**

2- **A serious study (2003):** This study was conducted in Egypt, and was designed to identify the effectiveness of building a proposed program in the development of literary taste skills among students in the first grade secondary in the light of systems theory. In order to determine the effectiveness of the proposed program, the researcher adopted an experimental design from a single group, with a sample of 47 students from the first grade. In the research tools, the researcher prepared a test for tribal and post-titular tasting. The experiment lasted 13 weeks with two weeks per week. After statistical analysis of the data using the T-test of two connected samples and the average gain equation. The result was that there were differences between the tribal and post tests in favor of the proposed program. **(Jad, 2003: 263)**

3- **Harbi Study (2014):** The study was conducted in Saudi Arabia and aimed to identify the effectiveness of a program based on the strategies of knowledge in the development of literary taste skills of secondary school students, the researcher adopted descriptive methods to build the proposed and experimental program to measure the effectiveness, A student of second grade secondary school (30) in the experimental group and (30) in the control group, The researcher adopted the test of the literary taste of the tribal and postmodern tool for its research after verifying its validity and stability. The statistical means suitable for its research were used: the arithmetic mean, the Cooper equation, the test of two independent samples, the coefficient of ease and difficulty and discrimination, The results revealed statistically significant differences between the mean scores of the two groups of research in the post-test for the experimental group. **(Harbi, 2014: Q)**

CHAPTER THREE: RESEARCH METHODOLOGY AND PROCEDURES:

This chapter deals with the procedures followed by the researcher to achieve the objective of the research in terms of choosing the experimental design suitable for the conditions of the research.

First : experimental design of the research: It is a plan of action for the implementation of the experiment, which is the first steps adopted by the researcher, each experimental research design of its own to ensure the safety and accuracy of its results **(Abdel Rahman,**

Adnan, 2007, 487). Thus, the researcher adopted one of the partial experimental designs, which is the design of

the non-random control group, the test with the post-test, and the table (1) :

group	Independent variable	The dependent variable	the tool
Experimental	Proposed Program	Literary Tasting Skills	After test
Control	Traditional program		

Second: the research community and appointed: The research community consists of fifth grade students in secondary schools and day schools in Anbar province for the academic year (2018 - 2019). The researcher chose Imam Ali bin Abi Talib , located in the agricultural district in Ramadi and the Directorate General of Anbar province in a non-random way to represent the research community to show the school administration willingness to cooperate with the researcher. (C) the experimental group whose students will be exposed to the independent variable (the proposed program), and (b) the control group to be taught in the traditional program. The number of students in the two groups was 63 students, 31 students in Division C, 32 students in Division B.

Third: The equivalence of the two research groups: The researcher is keen to carry out the process of equivalence between the two groups of research statistically in a number of variables that may affect the results of the experiment. The following is an explanation of the statistical equivalence of these variables, which the literature and previous studies indicate may affect the results of the research: The chronological age is calculated in months , Educational achievement of parents , Intelligence , Linguistic ability .

IV: Impact of experimental procedures: The researcher is keen to adjust a number of variables to ensure the integrity of the experiment and the accuracy of its results, and this represents the following:Subject , Search Confidentiality , Teaching staff , School Building , Distribution of lessons , Experience time .

Fifth: The requirements of the experiment:Building the proposed program: The first goal of this research is to build a program based on aesthetic criticism to develop the skills of literary taste in the fifth grade literary students, and on this basis the researcher to see several previous studies and some educational references related to the subject of research, educational programs,In the light of his knowledge, the researcher reached a full picture of the requirements of building the proposed

program. This vision included defining the steps of building, implementing and evaluating the program.Identification of literary tasting skills, Components of the proposed programThe proposed program consists of general objectives, content, behavioral goals, teaching strategies, teaching aids, accompanying educational activities and assessment methods, Teacher's Guide , Student Book.

Sixth: Research Tool: The purpose of this research is to construct a proposed educational program, which is known to improve the skills of literary taste and to quantify the outputs of the program quantitatively. It is necessary to prepare the literary taste test (post-graduate and deferred) to measure students' literary taste. Literary: Determine the target of the test , Sources of test construction , Formulation of test paragraphs, Test instructions, Believe the test, Calculate the score for the test, Statistical analysis of test paragraphs, Stability of the test.

Seventh: Application   of   the   experiment: The researcher started teaching the students of the research sample on Sunday 14/10/2018, with two lessons per week for each group; to teach the students of the experimental group according to the proposed program and to teach the students of the control group according to the traditional program. The students of the two research groups ended on Monday 14/1/2019

Eighth: The Effectiveness of the Program: To measure the effectiveness of the proposed program, the researcher applied the tasting test on Monday 14/1/2019. The delayed test was applied on Tuesday 19/2/2019 after the completion of the first and end of spring exams. Experience.

Eighth: Statistical Means: The use of a number of statistical methods was required to adjust and analyze the data tools: t-test, Kay square for independence (Ka 2), difficulty factor for the objective paragraphs, coefficient

of discrimination for the substantive paragraphs, Keoder-Richardson equation 20, For two interconnected samples.

CHAPTER FOUR: PRESENTATION OF THE RESULTS AND THEIR INTERPRETATION, CONCLUSIONS, RECOMMENDATIONS AND PROPOSALS:

This research aims to identify the effectiveness of a proposed program based on aesthetic criticism in the development of literary taste skills in the fifth grade literary students, In order to achieve the objective of the research and verify the validity of hypotheses developed, the researcher applied the proposed program with its tools, and then processed statistically, according to the hypothesis of the research developed, and interpreted the results of the research, and then conclusions concluded in light of the results of the research, and then some of the proposals he proposed; this search.

View and interpret the results: (first hypothesis):

There was no statistically significant difference at the level of (0.05) between the average scores of the experimental and control groups in the post-literary tasting test. The results showed that there was a statistically significant difference between the mean scores of the two groups of students in the tertiary tasting test and for the benefit of the experimental group, thus rejecting the first null hypothesis that confirms that there is no statistically significant difference between the mean scores of the two groups of research in the tertiary tasting test, This explains:

group	the number	mean	s.d	d.f	Values (t)		Level of significance (0.05)
					Calculated	Table	
Experimental	31	31.74	2.59	61	12.28	1.98	Function for experimental benefit
Control	32	22.84	3.12				

(The second hypothesis):

(There is no statistically significant difference at the level of significance (0.05) between the average scores of the experimental group students in the tests of the delayed and delayed literary taste). The results showed that there were no statistically significant differences between the two intermediate tests (post-graduate and deferred), thus accepting the second zero hypothesis which confirms that there is no statistically significant difference between the mean scores of the experimental group in the literary tasting test post- This explains:

the test	the number	mean	s.d	d.f	Values (t)		Level of significance (0.05)
					Calculated	Table	
Post	31	31.74	2.59	30	0.47	2.04	Not a function
Deferred		31.70	2.43				

CONCLUSIONS:

In light of the results of the research, the researcher concluded the following:

1. The importance of employing theories and methods of monetary, literary, rhetorical and linguistic methods of teaching, and building educational curricula according to these theories and curricula, and benefit from educational applications.

2. This program has proved its effectiveness in developing the skills of literary taste and the effect of aesthetic monetary judgments in improving the level of

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taste   in   students.

RECOMMENDATIONS:

In light of the results of this research, the researcher recommends the following:
1. Adoption of the proposed program to teach literature and texts for the fifth grade literary.
2. Training the teaching staff to use the aesthetic criticism method in the teaching process.

PROPOSALS:

In order to complete this research, the researcher proposes studies aimed at identifying:
1- The effectiveness of a proposed program according to the aesthetic criticism of the intermediate and university stage and the rhetorical curricula.
2- The effectiveness of a proposed program according to the aesthetic criticism in the development of critical thinking skills, critical reading and reading comprehension among the students of different stages.

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