

مجلة التربوي

مجلة علمية محكمة تصدر عن

كلية التربية الخمس

جامعة المرقب

العدد السابع

يوليو 2015م

هيئة التحرير

رئيس هيئة التحرير

د/ صالح حسين الأخضر

أعضاء هيئة التحرير

د . ميلود عمار النفر

د . عبد الله محمد الجعفي

د . مفتاح محمد الشكري

د . خالد محمد التركي

استشارات فنية وتصميم الغلاف: أ. حسين ميلاد أبو شعالة

المجلة ترحب بما يرد عليها من أبحاث وعلى استعداد لنشرها بعد التحكيم .
المجلة تحترم كل الاحترام آراء المحكمين وتعمل بمقتضاها .
كافة الآراء والأفكار المنشورة تعبر عن آراء أصحابها ولا تتحمل المجلة تبعاتها .
يتحمل الباحث مسؤولية الأمانة العلمية وهو المسؤول عما ينشر له .
البحوث المقدمة للنشر لا ترد لأصحابها نشرت أو لم تنشر .
حقوق الطبع محفوظة للكلية .

بحوث العدد

- أثر الثقافة في تصوير المرأة بالبقرة الوحشية في الشعر الجاهلي.
- إعداد الأستاذ الجامعي وتأهيله.
- الاكتئاب النفسي "الأسباب- الأعراض- أساليب العلاج"
- جهود المالكية في تخريج الفروع على الأصول.
- تقويم المرشد التربوي لمظاهر السلوك المدرسي.
- الحركة التشكيلية المعاصرة في ليبيا.
- تلوث البيئة البحرية في مدينة الخمس.
- سلوك المدرب الرياضي في الإعداد الدافعي قبل المباريات في كرة السلة.
- السلاسل الزمنية: نموذج لاسترجاع المعلومات.
- اتجاهات مدرسات ومدرسي المواد المختلفة نحو التربية البدنية تبعاً لحجم الممارسة الرياضية".
- الصرف الصحي المنزلي. طرقه وأساليبه "دراسة تطبيقية على منطقة الخمس".
- تجربة التشرد "التهجير القسري" وتأثيره على الأسر والأطفال في ليبيا.
- تاريخ الجالية الإيطالية في ليبيا ونشاطها الاقتصادي.
- "الشاذ والقليل" معناهما ونماذج منهما في بعض اللغات.

- نمط التسوييف الأكاديمي وأسبابه لدى طلاب الدراسات العليا بجامعة المرقب.
- مسائل صرفية اتبع فيها ابن مالك مذهب سيويه.
- آراء النحاة في "لا سيما"
- آثار الاستعمار الأوربي على أفريقيا .
- Teaching Large Classes
- Mixed; Axisymmetric and Non- axisymmetric Field Generation
- Writing an Argument
- Perceptions and Preferences of ESL Students Regarding the Effectiveness of Corrective Feedback in Libyan Secondary Schools
- nthesis of ZnS nanocombs-like by thermal evaporation method



الافتتاحية

غنيً عن البيان ما للجامعات من مسئولية في صنع المستقبل، الذي لا يتحقق إلا بالبحث في المشكلات الاجتماعية والتربوية التي تواجه المجتمع ومعرفة أسبابها، وإيجاد الحلول العلمية لها، والباحثون مطالبون اليوم أكثر من أي وقت مضى بالتصدي لتلك المشكلات وتسخير العلم لخدمة المجتمع، ويتطلب تحقيق هذا الهدف النزاهة من الباحثين وبذل الكثير من الجهد في سبيل الوصول إلى حقيقة تلك المشكلات.

والعقل البشري هو أهم أداة من أدوات البحث العلمي، وللوثوق به فإنه يحتاج إلى التدريب والإلمام بالمهارات الأساسية التي تجنب الباحثين الوقوع في الخطأ، ومع إيماننا بعدم وجود منهج علمي جامد ذي خطوات محددة تلزم كل الباحثين بتتبعها بنفس الترتيب، إلا أن على الباحثين في مجالات العلوم الإنسانية المختلفة الإلمام بالمبادئ الأساسية للبحث العلمي.

والبحوث التي يتضمنها هذا العدد ما هي إلا نقطة في بحر من البحوث التي تعنى بالمشكلات التربوية، وكلنا أمل في أن تكون علمية في منهجيتها، دقيقة في نتائجها، مرشدة لتحقيق الإفادة العلمية في مجالات التطبيق والعمل من أجل حل المشكلات التي تكابد مجتمعنا، ومواكبة المعرفة العلمية المعاصرة للحاق بالجدید في عالم سريع التغير دائب التقدم.

هيئة التحرير

Nihad Ahmed Tarhuni
Faculty of Arts English Department

What is Argument?

The word argument probably brings to mind a verbal disagreement of the sort that everyone has at least witnessed, if not participated in directly. Such disputes are occasionally satisfying; you can take pleasure in knowing you have converted someone to your point of view. More often, though, arguments like these are inconclusive and result only in the frustration of realizing that you have failed to make your position understood, or in sputtering anger over your opponent's confounded stubbornness. Such dissatisfaction is inevitable, because verbal arguments generally arise spontaneously and so cannot be thoughtfully planned or researched, it is difficult to marshal appropriate evidence on the spur of the moment or to find the language that will make a point hard to deny. Indeed, it is often not until later, in retrospect, that the convincing piece of evidence, the forcefully phrased assertion, finally comes to mind.

Written arguments have much in common with spoken ones; they attempt to convince a reader to agree with a particular point of view, to make a particular decision, to pursue a particular course of action, they involve the presentation of well-chosen evidence and the artful manipulation of language. However, writers of argument have no one around to dispute their words directly, so they must imagine their probable audience in order to predict the sorts of objections that may be raised. This requires that written arguments be much more carefully planned-the writer must settle in advance on a specific, sufficiently detailed assertion (or thesis), rather than grope towards one as in a verbal argument. There is a greater need

for organization, for choosing among all the available evidence, for shaping the order of presentation, for determining the strategies of rhetoric, language, and style that will best suit the argument's purpose, its thesis, and its impact on an audience. Such work can be far more satisfying than the slap-dash of spontaneous disputation.

There are different ways of presenting an argument and appealing to readers, but all of these can be divided into two essential categories: persuasion and logic. A persuasive argument relies primarily on appeals to emotion, to the subconscious, even to prejudice. These appeals will involve connotative diction, figurative language, analogy, rhythmic patterns of speech, and the establishment of a tone that will create a positive response. Examples of such argument are found in the puffery of advertisers and the speechmaking of political or social activists. A logical argument, on the other hand, appeals primarily to the mind, to the readers' intellectual faculties, understanding, and knowledge. Such appeals depend on reasoned movement from assertion to evidence to conclusion, and on an almost mathematical system of proof and counterproof. Logical argument is commonly found in specific or philosophical articles, in logical decisions, and in technical proposals.

Most arguments, however, are neither purely logical nor purely persuasive. A well-written newspaper editorial, for example, will rest on a logical arrangement of assertion and evidence, but will only employ striking diction and other persuasive patterns to reinforce its effectiveness. Thus, the kinds of appeals a writer emphasizes depend on the subject, the purpose, and the audience. The strongest arguments, however, will always be those that are logically sound, for college work, you will need to discover an appropriately persuasive tone, but you should give most of your attention to the techniques of logical argument.

Why Do Writers Use Argument?

True arguments are limited by assertions about which there is a legitimate and recognized difference of opinion. It is unlikely that anyone will ever need to convince a reader that crime rates should be reduced, or that computers will change the world, everyone would agree with such assertions that reinstating the death penalty will reduce the incidence of crime, or that computers are changing the world for the worst; these assertions are arguable and admit to differing perspectives. Similarly, a leading heart specialist might argue in a popular magazine that too many doctors are advising patients to have pacemakers implanted when they are not necessary; the editorial writer for a small-town newspaper would write urging that a local agency supplying food to poor families be given a larger percentage of the tax budget; in a lengthy and complex book, a foreign policy specialist might attempt to prove that the current Administration exhibits no consistent policy in its relationship with other countries. No matter what its forum or its structure, an argument has as its chief purpose the detailed setting forth of a particular point of view and the rebuttal of any opposing views.

But the strategy of argument can be pressed into other kinds of service, as well. Writers may argue to establish a position. Writers may also use argument to encourage or discourage an action (*Don't drive if you have been drinking*); to arouse concern about an issue (*Teenage suicide is increasing dramatically*); to change people's behavior (*Watching too much television has serious side effects*); to question a theory or belief (*The Social Security system will not go broke*); or to arouse sympathy. *A Modest Proposal* provide two very different examples of how writers can persuade readers to sympathize with the suffering of others).

In general, writers of argument will be interested in explaining aspects of a subject, as well as in advocating a particular

view. Consequently, argumentation frequently adopts the other rhetorical strategies. In your efforts to argue convincingly, you may find it necessary to define, to compare and contrast, to analyze causes and effects, to classify, to describe, to narrate. Nevertheless, it is the writer's attempt to convince, not explain, that is of primary importance in an argumentative essay.

What to Look for in Reading an Argumentative Essay

First, note whatever persuasive appeals the argument makes: its language and tone, any powerful images it presents, the way it may play on your own prejudices. Not until you move beyond its subjective effects can you consider whether or not an argument's logic is valid and convincing.

Then, you will have to determine whether the argument is built on inductive or deductive reasoning.

Inductive reasoning moves from a set of specific examples to a general statement or principle. As long as the evidence is accurate, pertinent, complete, and sufficient to represent the assertion, the conclusion of an inductive argument can be regarded as valid; if, however, you can spot inaccuracies in the evidence or point to contrary evidence, you have good reason to doubt the assertion as it stands. Inductive reasoning is the most common of argumentative structures.

Deductive reasoning, more formal and complex than inductive, moves from an overall premise, rule, or generalization to a more specific conclusion. Deductive logic follows the pattern of the syllogism, a simple three-part argument consisting of a major premise, a minor premise, and a conclusion. For example, notice how the following syllogism works:

- a. All humans are mortal. (major premise)
- b. Judy is a human. (minor premise)
- c. Judy is mortal. (conclusion)

The conclusion here is true because both premises are true and the logic of the syllogism is valid.

Obviously, a syllogism will fail to work if either of the premises is untrue:

- a. All living creatures are mammals. (major premise)
- b. A lobster is a living creature. (minor premise)
- c. A lobster is a mammal. (conclusion)

The problem is immediately apparent. The major premise is obviously false: there are many living creatures which are not mammals, and the lobster happens to be one of them. Consequently, the conclusion is invalid.

Syllogisms, however, can fail in other ways, even if both premises are objectively true. Such failures occur most often when the arguer jumps to a conclusion without taking obvious exceptions into account:

- a. All college students read books. (major premise)
- b. Martin reads book. (minor premise)
- c. Martin is a college student. (conclusion)

Both the premises in this syllogism are true, but the syllogism is still invalid because it does not take into account that other people besides college students read books. The problem is in the way the major premise has been interpreted: if the minor premise were "Martin is a college student," the valid conclusion "Martin reads books" would logically follow.

It is fairly easy to see the problems in a deductive argument when its premises and conclusion are rendered in the form of a syllogism. It is often more difficult to see errors in logic when the argument is presented discursively or within the context of a lengthy essay. If you can reduce the argument to its syllogistic form, however, you will have much less difficulty testing its accuracy. Similarly, if you can isolate and examine out of context the evidence provided to support an inductive assertion, you can more readily evaluate the written inductive argument.

Writing an Argumentative Essay

Begin by determining a topic that interests you and about which there is some significant difference of opinion. As you pursue your research, see what assertion or assertions you can make about the topic. The more specific this thesis, the more directed your research can become and the more focused your ultimate argument will be. Don't hesitate to modify or even reject an initial thesis as continued research warrants.

Once you feel you have sufficient evidence to make your assertion convincing, consider how best to organize your argument for an eventual audience, and how to avoid any flaws of reasoning which could distract that audience from your primary purpose.

1. Taking Account of your Audience

It is well worth remembering that in no other type of writing is the question of audience more important than in argumentation. The tone you establish, the type of diction you choose, the evidence you present to support your assertions, and indeed whether you argue inductively or deductively all depend on your audience. If you know beforehand that your readers are likely to be hostile, neutral, complacent, or receptive, you will be able to tailor your argument accordingly.

Somewhere near the beginning of your argument, identify for your audience the topic to be discussed. Explain its importance and, if possible, show your reader that you share a common concern or interest in this issue. You may wish to state your central assertion directly in your first or second paragraph, so that there is no possibility for your reader to be confused about your position. You may, as well, wish to lead off with a particularly striking piece of evidence, to capture your reader's interest. As you proceed with your argument, if there is a good chance that readers will have strong disagreements, then acknowledge the merits of their potential objections and, at the same time, provide a reasonable refutation. Above all, don't get ahead of your readers-the fact that

you are convinced of your position doesn't assure that others will agree.

2. Organization

To some extent, your organization will depend on your method of reasoning: inductive, deductive, or a combination of the two. For example, is it necessary to establish a major premise before moving on to discuss a minor premise? Should most of your evidence precede your direct statement of an assertion, or follow it? As you present your primary points, you may find it effective to move from those that are least important to those that are most important, or from those that are most familiar to those that are least familiar. A scratch outline can help, but it is often the case that a writer's most crucial revisions in an argument involve cutting the essay into pieces and shifting these pieces around into a sharper, more coherent order.

3. Presenting Evidence

For each point of your argument, be sure to provide appropriate and sufficient supporting evidence: verifiable facts and statistics, illustrative examples and narratives, or quotations from authorities. Don't overwhelm your reader with evidence, but don't skimp either; it is important to demonstrate your command of the subject by choosing carefully among all the facts at your disposal.

4. Avoiding Logistical Fallacies

Any one of several habitual flaws of reasoning may render your argument effectively invalid. Be careful that you don't fall victim to one of these.

A. **OVERSIMPLIFICATION**- a foolishly simple solution to what is clearly a complex problem: *The reason we have inflation today is that OPEC has unreasonably raised the price of oil.*

B. **HASTY GENERALIZATION**-In inductive reasoning, a generalization that is based on too little evidence or on evidence that is not representative: *It was the best movie I saw, and so it should get an Academy Award.*

- C. POST HOC ERGO PROPTER HOC-‘After this, therefore because of this.’ Confusing chance or coincidence with causation. The fact that one event comes after another does not necessarily mean that the first event caused the second: *Ever since I went to the hockey game I’ve had a cold.*
- D. BEGGING THE QUESTION-Assuming in a premise something that needs to be proven: *Conversation is the only means of meeting the energy crisis; therefore, we should seek out methods to conserve energy.*
- E. FALSE ANALOGY- Making a misleading analogy between logically connected ideas: *Of course he’ll make a fine coach. He was an all-star basketball player.*
- F. EITHER/OR THINKING-Seeing only two alternatives when there may in fact be other possibilities: *You either love you job or you hate it.*
- G. NON SEQUITUR-“It does not follow.” An inference or conclusion that is not clearly related to the established premises or evidence: *She is a sincere speaker; she must know what she is talking about.*

5. Concluding Forcefully

In the conclusion of your essay, be sure to restate your position, at least briefly. Besides

persuading your reader to accept your point of view, you may also want to encourage some specific course of action. Above all, your conclusion should not introduce new information that may surprise your reader; it should seem to follow naturally, almost seamlessly, from the series of points that have been carefully established in the body of the essay. Don’t overstate your case, but at the same time don’t qualify your conclusion with the use of too many words or phrases like *I think, in my opinion, maybe, sometimes* and *probably*. Rather than rational and sensible, the results can often sound indecisive and fuzzy.

Bibliography

- 1-Hindmarsh , Ronald, Cambridge English writing , Cambridge University press,1980.
- 2-Leech G.,How to write effectively , Cambridge University press,1977.
- 3- McArthur, Tom, Longman Writing of Contemporary English,1981.
- 4- Ruth Gairns & Stuart Redman , Working With Essays, Cambridge University Press,1986.
- 5- Smith Frank, Writing proses, Cambridge University press,1987.
- 6- Stuart Redman&Robert Ellies, writing Argument, Cambridge University press,1989.



مجلة التربوي

العدد 7

الفهرس

الفهرس

الصفحة	اسم الباحث	عنوان البحث	ر.ت
5		الافتتاحية	1
6	د. محمد سليمان عبد الحفيظ	أثر الثقافة في تصوير المرأة بالبقرة الوحشية في الشعر الجاهلي.	2
44	د. جمعة محمد بدر	إعداد الأستاذ الجامعي وتأهيله.	3
72	د. عبد السلام عمارة إسماعيل	الاكتئاب النفسي "الأسباب- الأعراض- أساليب العلاج"	4
83	د. إبراهيم مفتاح الصغير	جهود المالكية في تخريج الفروع على الأصول.	5
102	د. مفتاح محمد الشكري	تقويم المرشد التربوي لمظاهر السلوك المدرسي.	6
135	أ. حسين ميلاد أبو شعالة	الحركة التشكيلية المعاصرة في ليبيا.	7
150	أ. خالد أحمد قناو	تلوث البيئة البحرية في مدينة الخمس.	8
179	أ. إبراهيم محمد الجدي	سلوك المدرب الرياضي في الإعداد الدفاعي قبل المباريات في كرة السلة.	9
201	أ. عماد عبد الأمير الحسيني أ. نورس كاظم يوسف	السلاسل الزمنية: نموذج لاسترجاع المعلومات	10
216	د. ميلود عمار النفر أ. محمد عبد الله ترجمات أ. عبد الجليل إسماعيل سليمان	اتجاهات مدرسات ومدرسي المواد المختلفة نحو التربية البدنية تبعاً لحجم الممارسة الرياضية"	11
231	أ. خالد محمد بالنور	الصرف الصحي المنزلي. طرق وأساليبه "دراسة تطبيقية على منطقة الخمس"	12

مجلة التربوي

العدد 7

الفهرس

الصفحة	اسم الباحث	عنوان البحث	ر.ت
249	أ. خالد محمد عقيل	تجربة التشرد "التهجير القسري" وتأثيره على الأسر والأطفال في ليبيا	13
264	د. محمد محمد سويب د. محمد مسعود عاشور	تاريخ الجالية الإيطالية في ليبيا ونشاطها الاقتصادي.	14
285	أ. عبد الرحمن الصابري	"الشاذ والقليل" معناهما ونماذج منهما في بعض اللغات	15
308	د. مفتاح أبوجناح	نمط التسويق الأكاديمي وأسبابه لدى طلاب الدراسات العليا بجامعة المرقب	16
338	د. علي محمد بن ناجي	مسائل صرفية اتبع فيها ابن مالك مذهب سيوييه	17
360	أ. جبريل محمد عثمان	آراء النحاة في "لا سيما"	18
374	د. نجمي رجب ضياف	آثار الاستعمار الأوربي على أفريقيا	19
417	د. جلال علي بالشيخ	Teaching Large Classes	20
431	د. الهاشمي ادراه	Mixed; Axisymmetric and Non-axisymmetric Field Generation	21
445	نهاد أحمد الترهوني	Writing an Argument	22
454	د/ حسين علي بالحاج	Perceptions and Preferences of ESL Students Regarding the Effectiveness of Corrective Feedback in Libyan Secondary Schools	23
479	أ/ مبروكة محمد عبد الرحمن		24
487		الفهرس	25

- يشترط في البحوث العلمية المقدمة للنشر أن يراعى فيها ما يأتي :
- أصول البحث العلمي وقواعده .
 - ألا تكون المادة العلمية قد سبق نشرها أو كانت جزءا من رسالة علمية .
 - يرفق بالبحث المكتوب باللغة العربية بملخص باللغة الإنجليزية ، والبحث المكتوب بلغة أجنبية مرخصا باللغة العربية .
 - يرفق بالبحث تزكية لغوية وفق أنموذج معد .
 - تعدل البحوث المقبولة وتصحح وفق ما يراه المحكمون .
 - التزام الباحث بالضوابط التي وضعتها المجلة من عدد الصفحات ، ونوع الخط ورقمه ، والفترات الزمنية الممنوحة للتعديل ، وما يستجد من ضوابط تضعها المجلة مستقبلا .

تنبيهات :

- للمجلة الحق في تعديل البحث أو طلب تعديله أو رفضه .
- يخضع البحث في النشر لأوليات المجلة وسياستها .
- البحوث المنشورة تعبر عن وجهة نظر أصحابها ، ولا تعبر عن وجهة نظر المجلة .

Information for authors

- 1- Authors of the articles being accepted are required to respect the regulations and the rules of the scientific research.
- 2- The research articles or manuscripts should be original, and have not been published previously. Materials that are currently being considered by another journal, or is a part of scientific dissertation are requested not to be submitted.
- 3- The research article written in Arabic should be accompanied by a summary written in English. And the research article written in English should also be accompanied by a summary written in Arabic.
- 4- The research articles should be approved by a linguistic reviewer.
- 5- All research articles in the journal undergo rigorous peer review based on initial editor screening.
- 6- All authors are requested to follow the regulations of publication in the template paper prepared by the editorial board of the journal.

Attention

- 1- The editor reserves the right to make any necessary changes in the papers, or request the author to do so, or reject the paper submitted.
- 2- The accepted research articles undergo to the policy of the editorial board regarding the priority of publication.
- 3- The published articles represent only the authors viewpoints.

