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21ST CENTURY SKILLS OF STUDENTS OF FACULTY OF BASIC EDUCATION AT THE UNIVERSITY OF MISAN

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Abstract
The study aimed to identify the extent to which students of the Faculty of Basic Education at the University of Misan possess 21st century skills, and the sample of the study consisted of 80 students from all departments of the Faculty of Basic Education (40) students and (40) students, the researcher used the descriptive curriculum due to its suitability for this type of study, and the exploration also used a study tool, where the tool consisted of (40) A paragraph spread over three skills (learning and creativity skills, digital culture skills, life and occupation skills) honesty and stability, and has reached the persistence factor (0.91) A high persistence factor that meets the study's purposes, the researcher used several statistical methods to achieve the research objectives: The alpha-Crewe formula, percentage, repetitions, weighted medium, percentage weight, test (T) for two independent samples. The study found that 21st century skills were available at an intermediate level among students of the Faculty of Basic Education at the University of Misan, reaching the overall average of skills (2.28) and representing an average level. The average learning and creative skills (2.30), the students' average digital culture skills (2.26) and the average life and occupation skills (2.29) indicate that students of the Faculty of Basic Education have an average level of such skills. As for the ranking of fields, the field of learning and creative skills was ranked first, while the field of life and occupation skills was ranked second, and the field of digital culture skills was ranked third. The study also recommended the need to disseminate a culture of skills for the twenty-first century in the educational system and to raise students' awareness of the importance of acquiring skills for the twenty-first century to be successful in their careers. The study also suggested that studies similar to the current study should be conducted with other variables such as the scientific-literary specialization variable and the school phase variable (I-III).

Keywords: 21st century skills, students of the Faculty of Basic Education, University of Misan.

Introduction

First: Research Problem

21st Century Students Face a Great Set of Challenges and Tasks because of the widespread availability of digital devices, and the large amounts of information In today's society, people must have diverse strategies and skills. Today we need 21st century skills for every student's success. In recent years, there has been a tremendous development in the field of education, and the educational process has become its various components. (Professor, student, subject and style) is the primary task of many interested and researchers in the educational process, (Hariri, 2020, 79) On the other hand, today's expected outputs from the student have become more relevant to the current reality than in the past, hence the need for students to acquire many 21st century skills to have strong learning experiences that are more useful and have a deeper understanding in order to adapt to career. Many studies (Arini, 2020) and (Alharbi, Najla, 2021) emphasize the importance of practising 21st century skills as they blend knowledge, thinking and innovation, the media and ICT literacy, for the learning required in the 20th century, and have a significant impact on encouraging students to engage effectively in the learning environment. In the researcher's view, undergraduate students earned the skills of the twenty-first century. increase their ability to overcome the different challenges of the times, which may confront them during their studies or after their graduation from university and hence this study shows the extent to which the students of the Faculty of Basic Education of the University of Misan possess the skills of the 21st century, Which qualifies them to be high-quality graduates, competing and enjoying different functional advantages, so the study tries to answer the following question: How much do students of the Faculty of Basic Education have for 21st century skills at the University of Misan?

Second: The importance of research:

the present era is characterized by rapid transformations in all areas which has led to an accumulation of information and knowledge that is difficult to convey in routine ways or to make the student aware of through preservation and indoctrination, Which requires students to acquire the skills of the 21st century, in order to prepare a generation capable of keeping up with the developments and challenges of the present century, The area of 21st century skills is one of the trends that has begun to gain educational attention, in order to support students in university and career. (Al-Hawish, 2018:250) The skills of the 21st century are new directives aimed at supporting people in career and university life in enabling them to have the academic content, skills and procedures that can be observed directly and indirectly. These skills have started to be advocated in all disciplines (Qatami and Raghda, 2007:56)

The skills of the 21st century are one of the modern movements that emerged in 2002, in order to motivate and support students in their career and education, In terms of their mastery of both content and skills, since attention to these skills in all disciplines and fields began from the partnership of 21st century skills, This partnership has become one of the world's most important development and skills education leaders. (Al-Baz, 2013:196) The importance of this study is supported by the coronavirus pandemic's change in the methods

and patterns of education and the student's need for self-reliance, the use of digital technology, thinking and communication skills, self-learning skills and other skills of the 21st century. (Alshahri, Al Mahfouz, 2020), study (Khadir, Jasim, 2020) and study (Zaid, 2021), since 21st century skills contribute to ensuring that students have higher thinking skills that support critical thinking skills important to each student in the 3rd millennium, as critical thinking occurs when a group of students think and share a solution to the problems at hand or interact and exchange ideas in the work of a particular activity.

University study is important in a student's life, and young people at this stage represent a great energy and a human source of future development in society. Today's youth are the makers of the future, making it imperative to develop their abilities and improve their learning and thinking methods. (Saad, 2006:24) And one of the aims of the Faculty of Basic Education is to prepare non-traditional student thinkers with skills and higher levels adapted to the nature of this era, because it is an age of creativity "where innovators perform tasks using higher mental skills" (Commons & Richards,1995: In view of the important role played by students at this stage, attention to the skills of the twenty-first century among students at this stage is an urgent necessity. It is the duty of researchers to determine the level of students at the Faculty of Basic Education/University of Misan regarding the extent to which they possess the skills of the twenty-first century. The importance of research is reflected in:

1- Keeping up with scientific development and catching up with developed countries in all fields, to improve students' level for the better, through the actual practices of 21st century skills.

2- Highlight what students of the Faculty of Basic Education at the University of Misan have for 21st century skills.

3- Demonstrate the concept of 21st century skills and their role in building students' personality that increases their chances of overcoming different challenges of the times.

4- This study may serve as a blueprint and curriculum designer to reformulate knowledge content including 21st century skills.

5- This study is increasingly important because it is interested in the Faculty of Basic Education/University of Misan, an institution that provides leaders for the educational process.

6- This research is a breakthrough for researchers and graduate students in conducting similar studies, or supplementing his proposals

Third: Aims of the Research: Current research aims at:

1- To know the extent to which students of the Faculty of Basic Education of the University of Misan possess the skills of the 21st century.

Recognize 21st century skills among students of the Faculty of Basic Education at the University of Misan according to gender and undergraduate levels.

Fourth: Questions of the Research: Seeks to answer the following questions:

1- What is the level of practice of students of the Faculty of Basic Education at the University of Misan for 21st Century skills?

2- Does the practice of 21st century skills vary among students of the Faculty of Basic Education at the University of Misan according to the gender variable?

3- Does the practice of 21st century skills differ among students of the Faculty of Basic Education at the University of Misan according to the undergraduate variable?

Fifth: Limits of the Research: Research is limited to the following boundaries: -

1- Time limit: First semester for 2022/2023.

2- Spatial limit: Faculty of Basic Education/University of Misan.

3- Human threshold: Students of the Faculty of Basic Education.

Objective limit: 21st century skills (learning and creativity skill, digital culture skill, life and profession skill).

Sixth: Terminology of terms:

First: Skill: Know it:

1- (Abu al-Hajj, 2016): "The ability to do a job in a manner defined by a scale developed for this purpose based on understanding, speed and accuracy." (Abu al-Hajj, 2016:30)

Second: 21st Century Skills: Know it:

2- (Al-Rawadiya, 2021): "Skills and technology based on responsibility and the acquisition of values, trends and skills that enable the learner to adapt, interact with life developments.

Chapter 2/Theoretical aspects and previous studies

First: 21st Century Skills:

In 2020 Partnership for 21st Century Skills was founded as a non-profit organization by a destruction involving members of the national business community, Policy makers and education leaders to promote a conversation about the importance of 21st century skills for all students The outputs we expect today from students are more relevant to reality than in the past. (Turling and Fadel, 2013: 172-173), and Rofael Youssef defines 21st century skills as: skills that enable a student to cope and interact with life variables in the 21st century, such as: thinking skills, taking responsibility, problem-solving ability, adaptation to variables, and skills to develop values and trends. (Abd al-Rahman, 2020:77), defined by Al-Mus 'abi, 2017 as: "Renewable and unstable skills because they are associated with changes and subsequent developments in different aspects of life, which requires the individual to possess these skills to adapt to these developments. (Musabi, 2017:155), which he defines as: a set of successful learning skills in the 21st century defined by partnership organizations for 21st century skills: critical thinking and problem solving, innovation and creativity, leadership, culture of communication, information and information, culture of computing, information and communication technology, and collaboration in the team. (Sabhi, 2016:14) The researcher considers that the above definitions have shown that 21st century skills are a combination of

a set of knowledge, values and skills needed for life and work in the current century. as it can be developed and renewed in line with today's requirements, They acquire learners' adaptation and self-direction skills, leadership and responsibility, The ability to think critically, and the skills of digital culture, that is, it is diverse, ensures that people are ready for work, life and creativity in this age.

Second: Justification for the need for 21st century skills

The need for 21st century skills is evident in several realities, including:

1- The need for people who have the ability to collaborate with their colleagues in the working environment, who are conscious and positive, as well as practising creative thinking patterns.

2- The need to increase the labour market in leadership generations, as the World Economic Forum Report of the Year notes (2015) The low level of education in the Arab region, as demonstrated by the world's assessments. This report by 100 States indicates that there is a difference in some indicators of several skills between developed and developing countries, and for the benefit of developed countries. This finding confirms that learners do not have the education necessary for success in the twenty-first century as seen in this report.

3- The frequent complaint of students graduating from university education by some government institutions and companies that they do not qualify for labour market requirements.

4- The skills of graduates in the Arab region have been weakened in general and Iraq in particular. This increases the labour crisis, as well as the rapid youth growth, which presupposes their entry into the labour market. This prevents them from having sufficient skills despite their university degrees.

5- The need for these skills arises as a result of technological developments and the development of information, which requires individuals to need skills that help them cope with the working environment as best as possible.

(Anderson,2008:15)

Third: Classification of 21st century skills (for partnership) for 21st century skills (Partnership for 21 "century skills):

In 2006, the Partnership Foundation launched the 21st Century Skills Report. and emphasizes the need for consistency between these skills, curricula and evaluation methods, Teaching methods to create support systems necessary for students' acquisition of skills for the first century and for twenty-first century and according to the Partnership for 21st Century Skills, there are three skill sets that are important to ensure learning and life, and employment in the 21st century. (Shalabi, 2014:7), these skills are:

First: Learning and lnnovation skills: Skills that develop learners' personal and professional success in the 21st century, as follows: -

1- Creativity and innovation skills: using knowledge and understanding to create new ways of ideas as well as solutions to problems, and to create new services, ideas and products, by

applying theories in real world attitudes, in order to access technological and scientific innovations.

2- Critical thinking and problem-solving skills: applying higher thinking skills to new issues and problems using effective and appropriate thinking methods to analyze the problem and make decisions.

3- Communication and collaboration skills: Cooperation is intended to highlight the spirit of participatory teamwork and leadership, as well as adapt to different responsibilities and roles, respect for different perspectives and respect for others at work. (Turling and Fadel, 2013: 48-53)

Second: Digital culture skills: In what comes a presentation of these skills as reported (Toby and Ahmed, 2016: 4-5): -

4- Information culture skills: It is intended as a set of capabilities that enable people to identify, access and evaluate their information needs, and then use them efficiently.

5- Media Culture Skills: It is intended to develop the skills of people related to receiving and analysing information, and criticizing it, to get the right understanding.

6- ICT culture skills: multiple forms of digital knowledge that go beyond basic computer skills to successfully use in life areas.

The researcher agrees with many views that the classification prepared by the Partnership for 21st Century Skills is the most detailed and structured, and more applicable of these classifications, and has been used by many projects and studies to map these skills in different fields of study.

The researcher has embraced the classification of the Partnership for 21st Century Research Skills as a clear-cut model.

Theme 2: Previous studies

1- Study (Khadir, Jasim, 2020) The study aimed to determine the extent to which the students of the Department of Mathematics of the Faculties of Education possess the skills of the 21st century. To achieve the purpose of the study, the researchers followed the diagnostic descriptive curriculum. The sample study consisted of 200 students, in the Department of Mathematics of the Faculty of Education ulty of Pure Sciences. The percentage of study sample holdings for 21st century skills was 45, 8%, which is the minimum and acceptable without reaching the mastery stage of (80%). The study recommended that the focus should be on students' acquisition of 21st century skills using modern strategies and methods.

2- The study (Ramadan and Ali, 2019) aimed at knowing the degree to which the science book contains the basic fourth grade of skills of the 21st century, and the extent to which science teachers possess those skills in the governorate of Al-Bireh. The necessary data was collected. The study found that 21st century skills were available at an average level in total in the science book for the basic fourth grade, where the total percentage of skills available in the book was (30.90%) With regard to the extent to which science teachers possess the basic fourth grade in Ramallah and El-Bireh governorate of skills for the twenty-first century, the overall percentage of teachers' responses to all subjects was very high. (81.79%), as for

the ranking of fields, the field of life and occupation skills was ranked first while the field of learning and innovation skills was ranked second, and the field of information technology and media was ranked third. The study also recommended that 21st century skills should be systematically integrated with science books, focusing on the inclusion of information technology and media skills.

3- Study (Abu Jazar, 2018) aimed at enriching Palestinian Islamic secondary education books in light of 21st century skills, To achieve the purpose of the study, the researcher followed the analytical descriptive approach, using a content analysis card, The study found a list of the skills of the twenty-first century, as well as a clear variation in the extent to which Islamic education books incorporate the skills of the twenty-first century. Finally, the curriculum needs to incorporate some of these skills through various seminars and workshops.

4- The study (Mark Antony, 2017) aimed at knowing the skills of the 21st century and their relationship to the performance of teaching teachers in the Philippines. To achieve the purposes of the study, the researcher followed the correlative prescriptive curriculum. The sample of the study consisted of (42) teachers. The observation card was used as a tool for research.

Chapter 3/Research curriculum and procedures

First: Research Methodology:

In order to achieve the research objectives, the researcher followed the descriptive curriculum to suit the nature and objectives of the study. The descriptive curriculum is defined as: "Research based on the study of reality or phenomenon as it actually exists, and is concerned as an accurate description through qualitative expression that describes the phenomenon and illustrates its characteristics, or quantitative expression that gives a digital description of the extent and size of the phenomenon." (Abbas et al., 2014:74)

Second: Search Procedures:

1- Research Population: The current research community is represented by students of the Faculty of Basic Education at the University of Misan and by all disciplines.

2- Research Sample: The research sample is defined as: "Part of the research community, which is representative of the elements of the society is best represented. The results of these elements can be disseminated to the entire society and make inferences about the research community" (Tamimi, 2018:96). The sample of research is chosen by the intentional method of the research community. The sample is 80 students from the second and fourth stages by 40 students and 40 students from all disciplines.

Table (1) Number of research sample individuals in terms of (sex, undergraduate level)

Total	Stage				Department	T
	Fourth		Second			
	Female	Male	Female	Male		
	10	2 3	2	3	First Grades Teacher	.1
	10	2 3	3	2	Arabic Language	.2
	10	3 2	3	2	English language	.3
	10	3 2	3	2	Art	.4
	10	2 3	2	3	Mathematics	.5
	10	3 2	3	2	General science	.6
	10	2 3	2	3	Geography	.7
	10	3 2	2	3	History	.8
	80	20 20	20	20	Total	

Third: Search tool:

The search tool is defined as the means by which a researcher collects his data from the specific sources in his research, so that he can solve the problem of research and verify his assumptions. (Al-Shayeb, 2009:69)

Since the research aims to learn (21st century skills of students of the Faculty of Basic Education at the University of Misan), the identification was a tool for research, as shown below:

Resolution: "A tool for collecting information on the subject of research through a form packaged by a representative sample of individuals, called the respondent".
(Melhem, 2010:287)

Detailed steps for search tool numbers:

1- Defining the objective of identification: To identify 21st century skills among basic education college students according to gender and undergraduate levels.

2- Identification of areas of identification: After informing the researcher about educational literature and the results of previous studies relevant to the subject of her research and familiarizing her with the tools of identification, including a study (Khadir, Jasim, 2020) and the study (Ramadan, Ali, 2019). In addition to consulting some experts specializing in educational and psychological sciences and teaching methods, the areas of identification were determined by an agreement (84%), so the researcher made a list of three skills (learning and creativity skills, digital skills, life and occupation skills).

3- Drafting paragraphs: After identifying the areas of the research tool (identification), the researcher (40) drafted a paragraph, by (15) a paragraph for the field of learning and creative skills and (13) for the field of digital skills, and (12) a paragraph for the field of life and

occupational skills, taking into account the principles of the drafting of paragraphs and distributing the paragraphs for each area of the research tool.

4- Numbers of Search Tool Instructions: Identification instructions serve as a guide to answering their paragraphs So when enumerating instructions, it takes into account that they are clear, understandable and short, It contained general information as well as how to answer the paragraphs of the questionnaire and asked respondents to read the paragraphs accurately, not to leave any paragraph unanswered and not to choose more than one alternative to the paragraph, The instructions indicated that the instrument was intended for scientific research.

5- Correction of the research tool: The researcher adopted the Lycert trimeter with graded alternatives to each paragraph (large, medium, few) and placed the respective paragraphs of the bike instrument (3.2 and 1), respectively, as shown in the table below:

Table (2) Performance score per paragraph of resolution

Performance level of alternatives			Identification paragraphs
Week	Medium	Large	
1	2	3	

The direction of the paragraphs was interpreted according to the Lycert trimeter as in table (3)

Table (3) Determination of the direction of the paragraphs by triple lycert scale

Paragraph direction	Paragraph average	T
Little	1,66 – 1	1
Medium	2,33 – 1,67	2
Large	3 – 2,34	3

6- Exploratory application of the research tool: After identifying the study community and verifying the clarity of the paragraphs and instructions of the tool and the feasibility of applying the questionnaire in practice, the researcher distributed the questionnaire to a survey sample of 60 students from outside the basic sample selected in a random split.

7- Psychometric characteristics of the search tool:

A. Certification of the tool: the search tool in its preliminary image was presented to a group of arbitrators, specializing (Education, psychology, teaching methods and measurement) and 7 arbitrators to verify the apparent truthfulness of the tool. The researcher took the arbitrators' opinions in terms of deletion, addition and modification of the axes and vertebrae of the identification, and the authenticity of the tool was agreed (94%) This is a ratio that indicates that the instrument is honest, since the instrument is honest if the proportion of experts' agreement is more than (80%), in the light of this, the resolution was made up of (40) paragraphs spread over three skills, and was ready to apply to the reconnaissance sample.

Tool stabilizers: The instrument's stability was checked in a halfway retail manner. The instrument was presented to a survey sample of 60 students, the Alpha Kronbach Data Coefficient was used, and the constant coefficient (0.91), a high persistence coefficient, as in table (4).

Table (4) Stability Factor

Alfa Kronbach coefficient	Sample
0,91	**60**

8- application of the tool: After checking the characteristics of the tool was applied to the basic search sample of 80 students, on Wednesday (12/4/2023)

9- Statistical means: The researcher used several statistical methods in analyzing the questionnaires to achieve the research objectives: the Alpha Crow Vegans formula, percentage, repetitions, weighted medium, percentage weight, test (T) for two separate samples.

Chapter 4/Presentation and interpretation of results

After application of the questionnaire to the search sample, the data was discharged and processed statistically as shown:

First Goal: To determine the extent of the students' possession of the Faculty of Basic Education at the University of Misan for 21st Century Skills: For the purpose of verifying the goal, the researcher used the weighted medium, repetitions and centennial weight of each paragraph of the analysis as shown in the table (5):

Table (5) Repetitions, weighted middle, percentage weight and order of each paragraph of the resolution

Paragraph direction	% weight	Weighted average	Repetition			Level of paragraph	Paragraph sequencing
			Low	Middle	High		
First skill: Learning skills and creativity							
High	86.67	2.60	9	14	57	**1**	**4**
High	83.75	2.51	13	13	54	**2**	**6**
High	81.25	2.44	15	15	50	**3**	**8**
High	80.42	2.41	5	37	38	**4**	**3**
High	79.58	2.39	13	23	44	**5**	**2**
High	79.17	2.38	9	32	39	**6**	**1**
Middle	76.25	2.29	17	23	40	**7**	**14**
Middle	75.42	2.26	10	39	31	**8**	**7**
Middle	75.00	2.25	9	42	29	**9**	**5**
Middle	73.75	2.21	11	41	28	**10**	**15**
Middle	73.33	2.20	21	22	37	**11**	**12**

Middle	72.92	2.19	9	47	24	**12**	**9**
Middle	72.50	2.18	9	48	23	**13**	**13**
Middle	71.25	2.14	9	51	20	**14**	**11**
Middle	70.83	2.13	24	22	34	**15**	**10**
Middle	**2.30**		**General Average Learning and Creativity Skills**				
Second skill: Digital culture skills							
High	82.50	2.48	14	14	52	**16**	**22**
High	79.17	2.38	19	12	49	**17**	**20**
High	79.17	2.38	16	18	46	**18**	**26**
High	78.75	2.36	7	37	36	**19**	**21**
Middle	76.25	2.29	23	11	46	**20**	**18**
Middle	75.83	2.28	21	16	43	**21**	**16**
Middle	75.83	2.28	11	36	33	**22**	**28**
Middle	73.75	2.21	11	41	28	**23**	**23**
Middle	72.50	2.18	10	46	24	**24**	**25**
Middle	72.08	2.16	15	37	28	**25**	**19**
Middle	72.08	2.16	16	29	33	**26**	**27**
Middle	71.67	2.15	14	40	26	**27**	**17**
Middle	70.00	2.10	23	26	31	**28**	**24**
Middle	**2.26**		**General Average Digital Culture Skills**				
Third skill: life and occupation skills							
High	85.42	2.56	7	21	52	**29**	**33**
High	85.42	2.56	7	21	52	**30**	**34**
High	80.42	2.41	8	31	41	**31**	**32**
High	78.75	2.36	9	33	38	**32**	**31**
Middle	77.08	2.31	10	35	35	**33**	**30**
Middle	77.08	2.31	12	31	37	**34**	**35**
Middle	77.08	2.31	8	39	33	**35**	**38**
Middle	74.17	2.23	13	36	31	**36**	**36**
Middle	73.33	2.20	16	29	34	**37**	**39**
Middle	71.25	2.14	14	41	25	**38**	**29**
Middle	67.92	2.04	24	26	29	**39**	**40**
Middle	66.67	2.00	19	42	19	**40**	**37**
Middle	**2.29**		**General average life and occupation skills**				
Middle	**2.28**		**General average**				

Table (5) shows that the overall average of 21st century skills among students of the Faculty of Basic Education at the University of Misan is (2.28) and represents an average level. The average learning and creative skills (2.30), the students' average digital culture skills (2.26) and the average life and occupation skills (2.29) indicate that students of the Faculty of Basic Education have an average level of such skills. As for the ranking of fields, the field of learning and creative skills was ranked first, while the field of life and occupation skills was ranked second, and the field of digital culture skills was ranked third. The researcher explains this result based on the cognitive explosion and evolution of the educational process that

needs to educate individuals on production and innovation And contributing to the labour market, the knowledge revolution needs to have higher thinking skills. and critical thinking, the ability to solve the problems facing the individual, and cultural progress needs students to have computing, information technology and communication skills, This is not done by informing students of modern developments and developing their artistic and cultural abilities. This study agreed with the results of the Ramadan, Ali, 2019 and Mark Antony, 2017 studies.

Objective 2: To learn about 21st century skills among students of the Faculty of Basic Education at the University of Misan according to gender and undergraduate variables. For the purpose of objective verification, the researcher used the T-test for two separate samples and the results were as shown in table (6)

Table (6) Research Sample Test Results by Variable Sex and Undergraduate Level

Significance level 0.05	T value		Free degree	Standard deviation	Average arithmetic	Sample	Variable	
	Tubular	Calculated						
No Function	1.99	1,116	78	6,44	93,40	40	Male	Gender
				7,53	95,15	40	Female	
No Function		1,774		8,15	92,90	40	Second	Under graduate
				5,44	95,65	40	Fourth	

A- to the sex variable (male-female): through the table (6) it is clear that the male computational medium reached (93.40) standard deviations (6.44), female computational medium (95.15) and standard deviations (7.53), and that the calculated T value was (1,116), which is smaller than the high tabular value (1.99). This indicates that there are no differences in skills in the 21st century between students of the Faculty of Basic Education of the University of Misan according to sex (male-female). This can be explained by students of both sexes (male-female) desire for development and progress in study, self-learning, taking responsibility and improving their ability to deal with the technological and digital world.

B- According to the variation of the undergraduate level (II - IV): through the table (6) it is clear that the computational medium for students in the second cycle has reached (92.90), standard deviations (8.15) and the computational medium for students in the fourth cycle (95.65) standard deviations (5.44), and that the calculated T value (1,774) is smaller than the very tabular value (1.99). This indicates that there are no differences in the skills of the 21st century between the students of the Faculty of Basic Education of the University of Misan according to the university level variable (II-IV), which can be explained by students' possessions at both levels (II-IV) for advanced levels of 21st century skills that may help them achieve a decent level of career and work, on the one hand, and keep abreast of renewed life developments on the other.

Conclusions:

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

1-Students of the Faculty of Basic Education are aware of the skills of the 21st century.

2- Students of the Faculty of Basic Education have an average level of skills in the 21st century.

3- The University's educational programmes play a positive role in raising the skills of the 21st century of students.

4- There are no differences in the skills of the 21st century among students of the Faculty of Basic Education of the University of Misan according to the sex variable (male-female).

5- There are no differences in skills in the 21st century among students of the Faculty of Basic Education at the University of Misan according to the University's variable level (II-IV).

Recommendations:

In light of the research results, the researcher recommended:

1- Dissemination of the culture of 21st century skills among personnel in the educational system.

2- Educating students of the Faculty of Basic Education on the importance of acquiring 21st century skills to be successful in their careers.

3- Students' 21st century skills should be invested in increasing their educational achievement.

Proposals: To complement the research results, the researcher proposes the following:

1- A study was conducted on the reality of teaching practices of teachers of the Faculty of Basic Education in accordance with the skills of the twenty-first century.

2- Level of teaching practice of the Faculty of Basic Education for the skills of the 21st century and its relationship to students' scientific development.

3- Conducting studies similar to the current study with other variables such as the variable of academic specialization (scientific-literary) and the variable of the school stage (first-third).

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Supplement (1) to the skills of the twenty-first century

Dear student.....
Dear student.....
Greetings.....

The researcher aims to carry out her study tagged "21st Century Skills of Students of the Faculty of Basic Education at the University of Misan". In order to access the skills practised by you, please kindly answer this questionnaire consisting of (40) paragraph spread over three skills, taking into account the following when answering the paragraphs:

1- Read the paragraphs accurately.
2- Choose the alternative by marking (✓) in front of your alternative.
3- Leave no paragraph without choosing the alternative.
4- Not to choose more than one alternative to the same paragraph.

You are a very thankful and grateful researcher.

Researcher/Zainab Haider Bden

Personal Information

Scientific Department	Under graduate	Gender	Three characters name

Paragraphs of the resolution

Degree of practice			Skills	T
Low	Middle	High		
			First: Learning and creativity	
			I have the power to make decisions.	1
			have the ability to think in innovative ways.	2
			have an entrepreneurial spirit and a desire for innovation, creativity and innovation	3
			My ability to plan different research.	4
			have the ability to solve problems from multiple perspectives.	5
			I have the ability to explain thoughts to others.	6
			Reflection on sound logical judgements was strengthened	7
			I encourage the use of various educational tools and resources that support self-learning.	8
			I have the ability to collect information from multiple sources.	9
			I think about the positive and negative aspects of all the proposed solutions.	10
			You learn from other people's experiences to correct my mistakes.	11
			Facts, evidence and evidence have been applied in new situations.	12
			I plan well for thought-provoking educational attitudes	13
			I encourage critical reading, analysis and evidence and arguments.	14
			I have the flexibility to think and take advantage of the diversity of ideas and information put forward.	15
Second: Digital Culture Skill				
			I have the ability to use digital technology in the educational process.	16
			Use technology as a tool for research, organization and evaluation.	17
			Take into account legal and ethical aspects when using information technologies.	18
			Use digital technologies like calculator, phone, etc.	19
			have the ability to keep up with modern technology and use it in the learning process.	20
			I use social networks in learning and education processes.	21
			Develop self-development skills through technology	22

			I urge verification of the credibility of information sources.	23
			Promote positive trends towards information culture..	24
			have the ability to access information effectively and efficiently.	25
			I have the skill to design and handle educational websites.	26
			I use digital technology to search for information.	27
			Create computerized lessons using apps.	28
Third: The skill of life and occupation				
			I have communication and communication skills with others.	29
			I have a spirit of cooperation and collective action.	30
			I appreciate the importance of the profession and its most precious sanctity.	31
			I have the ability to drive and take responsibility.	32
			I seek to exchange ideas with my colleagues on a particular issue.	33
			I respect my fellow students during work or study.	34
			I encourage the use of effective dialogue to discuss issues and ideas	35
			Respecting others with different religions, cultures, etc	36
			Contribute to achieving the goals in cooperation with the members of my group.	37
			I can do my mandated tasks and arrange my priorities without direct supervision	38
			I encourage community participation while following labour rules and regulations.	39
			The oldest activities and projects that require cooperative action.	40