The concept of scientific research; Its types and morals

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Scientific research and researcher:

Scientific research varies according to its tasks and levels, and the researcher must be aware of them. What is scientific research and what are its types? What are the characteristics and qualifications of the researcher?

To understand the nature of scientific research, the term science must be defined to distinguish it from the rest of the terms, such as: (art, knowledge, and culture), and then define scientific research, and graduate to its types and what the researcher should be characterized by. So what is science? What is the difference between it and art, knowledge and culture, and what is the concept of scientific research?

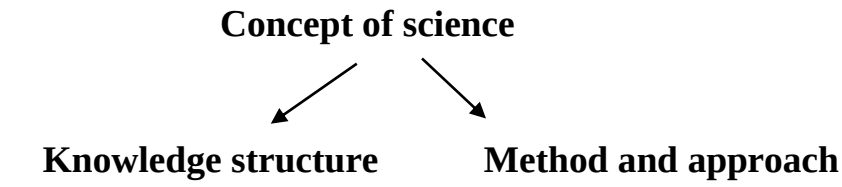
Adjusting the concept of science:

The word (science) is used in the modern era to mean knowledge and conclusions supported by sensory evidence, and a set of laws discovered to explain natural events based on those established laws

1-Definition of science:

(Science) linguistically is the awareness of something as it is, which is certainty and knowledge. (Science) is defined idiomatically as: "the collection of facts, facts, theories, and research methods that abound in the literature." Science is: "a human activity that aims to understand various phenomena by finding the relationships and laws that govern these phenomena, predicting phenomena and events, and finding appropriate ways to regulate and control them".

The concept of science revolves around two main aspects, which we highlight in the following figure:



The structure of knowledge includes laws, facts, and scientific and cognitive theories, and helps explain various phenomena. As for the method; It is a systematic method of research and thinking that relies on logical thinking, arguments, and evidence that indicate the veracity of the information.

2-The difference between science and knowledge :

Knowledge is defined as perception, awareness, and understanding of facts through the abstract mind, through acquiring information with the mind that understands experience or news, through contemplation of the nature of things and self-reflection, or through viewing the experiences of others and reading their conclusions. It is related to intuition and research to discover the unknown, self-development and the development of techniques... It is a description of a situation or process of some aspect of life for people or groups who are prepared for it. For example: If I know that it will rain, I will take my umbrella with me when I go out, and knowledge is the fruit of encounter. And the connection between the perceiving self and a perceiving object, and is distinguished from the rest of the data of feeling, in that it is based at the same time on the opposition and close union between these two parties.

But the question is: What is the difference between science and knowledge?

The word (science) in the Arabic language carries two different meanings:

- the first is general meaning that is synonymous with knowledge, like the knowledge of the Qur'an and its meanings, as understanding .

- the second is a precise meaning, which is knowledge subject to a scientific method, such as the experimental science represented by the world of physics, chemistry, biology, etc., the human sciences represented by philosophers, psychologists, etc., and the linguistic sciences represented by linguists, grammarians, rhetoricians, and other various sciences. Science here is a form of organized knowledge that aims to uncover facts based on laws that govern its course .

Knowledge is more comprehensive, broad and extended than science, and knowledge includes scientific and non-scientific knowledge, and the difference between knowledge and science is that when knowledge is subject to the rules of the curriculum and methods of thinking in its acquisition, it becomes scientific.

3- The difference between science and culture:

Perhaps the most famous definition of culture is the definition of Edward Burnett Tylor (1832-1917 AD), which he presented in the late nineteenth century in his book: "Primitive Culture," where he defined it by saying:

(Culture or civilization, taken in its wide ethnographic sence, is that complex whole which includes knowledge, be-lief, art, moral, law, custom, and any other capabilities and habits acquired by man as a member of society).

We conclude from the above that culture includes knowledge in which the various fields of science operate. This does not mean that the intellectual

should be knowledgeable of the secrets of those sciences, but rather he should be aware of their existence and contents, and of some of the laws that govern them, on the path of familiarity, not mastery, just as culture includes familiarity with concepts. Various cognitive, religious, and moral, laws, customs, traditions, lifestyles, and behaviour in society, while science is concerned with accurate knowledge, subject to laws and a clear scientific method.

4-The difference between science and art:

Art is a language; The goodness, beauty, creativity, and goodness of doing something. Art means human skill, the ability to innovate, create, and take initiative, based on many factors and different variable characteristics, such as the degree of intelligence, the strength of patience, and sound judgment, in addition to the innate aptitudes of people.

Although the elements of art are similar to the elements of science in calling for the necessity of discovering and understanding the relationships between the various phenomena that lead to innovation and intellectual breakthrough, in art it is called: artistic innovation, and in science: scientific innovation.

There are radical differences between science and art, the most prominent of which is that science It is based on a set of objective and abstract scientific laws that determine the relationship between two or more phenomena, from among the phenomena that science studies. The criterion for these relationships lies in inevitability and probability. Science investigates what exists and exists, while art aims to achieve human skill. It is based on personal abilities and individual talents and is based more on scientific considerations than on theoretical considerations.

Definition of research:

The purpose of research is to delve deeper into knowledge, search for the truth, and extract an honest idea about the essence of a topic, by conveying the final results, after providing the utmost possible efforts to research the merits of the topic, starting from the aspects that serve it and reaching its core and depth.

The research is a study based on tracking a specific topic according to a special method to achieve a specific goal, by adding something new, gathering scattered things, a mixed arrangement, or other scientific research goals.

Research is an attempt to discover knowledge, explore it, develop it, examine it, and achieve it with careful investigation and deep criticism, then present it in its entirety with intelligence and awareness, so that it marches in the ranks of global civilization, and contributes to it with a comprehensive, living human contribution.

Definition of scientific research:

It is an organized method or organized inquiring examination to discover new facts, verify old facts, and the relationships that bind them or the laws that govern them.

It is "a precise investigation that aims to discover general facts and rules that can be verified in the future. It is also a means of study, through which a solution to a specific problem can be reached, through a comprehensive and precise investigation of all verifiable evidence and evidence that is related to this problem."

It is an organized investigation by following scientific methods and approaches that determine scientific facts to verify their validity, modifying them, or adding something new to them

UNESCO defines scientific research as: “the processes of study, experimentation, formulation of concepts, and selection of theories that go into generating scientific knowledge”.

Scientific research is linked to the method and scientific method of research and aims to enable humans to understand different environments, whether natural, social, psychological, or otherwise, to control, develop, or adapt them to their advantage, and improve the ability to solve the problems they face.

This is because research is “a group of organized efforts carried out by man using the scientific method and the rules of the scientific method in his quest to increase his control over his environment, discover its phenomena, and determine the relationships between these phenomena.”

Scientific research is a set of organized and integrated steps, represented by feeling the problem or a question that puzzles the researcher, then developing possible solutions to the problem, which are hypotheses, testing their validity and then arriving at a specific result. Naturally, these main steps are interspersed with procedural steps, such as defining the problem, collecting... Data that helps in choosing appropriate hypotheses, as well as data that is used in choosing hypotheses and arriving at generalizations.

Research methods differ in terms of their method of testing the validity of hypotheses, depending on the nature of the problem under investigation and its field. The historical method may be appropriate in studying a problem in which the psychological method is not appropriate, for example. The research problem often dictates the approach adopted by the researcher.

The difference in method is not only due to the nature and field of the problem but also to the available research capabilities. More than one method may be suitable for a particular research study. The research includes theoretical and applied aspects that work to confirm the theoretical aspect and explain it with evidence and examples.

The beginnings of scientific research; Its importance and types:

Firstly; An overview of the origins of scientific research: Scientific research is the basis for the development of aspects of human life in various fields, and is considered the basis of human knowledge. Since the creation of man, he has been working with his mind and searching for the best ways for his life on Earth, seeking to understand the nature of things and existing things on or outside the Earth.

The research began simply, by relying on the five senses to know and perceive things and trying to understand some of the phenomena that occur, especially the cosmic, biological and psychological ones. Then the research developed over the ages until it reached us as it is now, and development is continuing. One of the most prominent stages of this development in ancient Egypt, for example, was that thinking turned to science and application, as the Egyptians at that time excelled in planning, engineering, medicine, astronomy, and agriculture. They established a scientific civilization in pharmacy and chemistry.

In scientific research, Greek scholars relied on contemplation and abstract rational consideration, as Aristotle (384-322 BC) laid down the rules of the standard, deductive and inductive method subject to logical contemplation in scientific thinking.

Many Greek scientists relied in their scientific research on the discoveries of their Egyptian and Babylonian predecessors, the most prominent of whom were Pythagoras (570-495 BC) in the field of mathematics, Democritus (460-370 BC) in atomic repulsion, and Theophrastus (370-287 BC).) Founder of the methodology in botany, Archimedes (287-212 BC) in physics and mathematics, Strabo (64-23 BC) in geography, and Ptolemy (87-150 AD) in astronomy and monitoring the movement of the planets.

As for the Romans, they were influenced by Greek scientific thinking in their practical practices. They contributed to making laws and excelled in engineering, and for them, the applied side prevailed more than the theoretical side.

In the era of Islamic civilization, extending from about the eighth century to the sixteenth century AD, Muslims benefited from Egyptian, African, Greek, and Roman civilization, developed the knowledge that they benefited from, modified some of it and rejected others, and from that, they went beyond the limits of the standard approach to considering observation and experiment as a source. For scientific research.

Muslims invented distinct methods in scientific research to reach effective scientific results. They relied on induction, observation, and scientific

training, and used measurement tools. Many Muslim scholars excelled in the field of scientific research.

Many Muslims became famous in the field of scientific research, including but not limited to Jabir ibn Hayyan (720-815 AD), who excelled in the sciences of chemistry, astronomy, engineering, metallurgy, philosophy, medicine, and pharmacy. Jabir ibn Hayyan is considered the first to use chemistry practically in history, adopting the experimental scientific method. Al-Khwarizmi (781-845 AD) was the inventor of algebra and is considered one of the first Muslim mathematicians. His works contributed significantly to the advancement of mathematical science in his time. He also excelled in geography, astronomy, and cartography, and laid the foundation for innovation in algebra and trigonometry. He has a systematic method for solving linear and quadratic equations, which led him to discover the science of algebra, and (algebra): a word derived from the title of his book on this subject, (The Brief on the Arithmetic of Algebra and Al-Muqabalah).

Al-Hasan ibn al-Haytham (965-1040 AD) made major contributions to mathematics, optics, physics, astronomy, engineering, ophthalmology, scientific philosophy, visual perception, and science in general, through his experiments that he conducted using the scientific method, and he wrote many scientific works and discoveries that were confirmed by modern science.

Ibn al-Haytham - known as Ptolemy of the Arabs - paved the way for Newton's theory of light, explained the phenomenon of the rainbow, the eclipse, and the eclipse, and thought about achieving the High Dam. Ibn al-Haytham followed the methods followed by scientists in our modern era in research, visual discoveries, and in astronomical and natural issues in verifying theories using... Mathematical proofs in understanding realistic issues and proving them to establish certainty that removes doubt.

Al-Biruni (973-1048 AD); was a traveler, philosopher, astronomer, geographer, geologist, mathematician, pharmacist, historian, and translator of Indian cultures. He was an opponent of mental stagnation and superstition. In his writings, he sought to explain phenomena rationally, and he was humane in his tendency and thinking.

Ibn Sina (980-1037 AD); A Muslim scholar and physician from Bukhara (currently Uzbekistan). He was famous for medicine and philosophy and worked in them. He was known as Sheikh Al-Rais, and Westerners called him the prince of doctors. He is truly the father of medicine in the Middle Ages. He wrote 200 books on various topics, most of which focused on philosophy and medicine. He followed the method of Hippocrates Galen and his most famous work: The Book (The Law of Medicine); Which remained for seven consecutive centuries the main reference in medical science until the middle of the seventeenth century in European universities.

Ibn Sina is considered the first to correctly describe primary meningitis, describe the symptoms of bladder stones, and pay attention to the effect of psychological treatment on recovery.

Ibn al-Tufayl (1105-1185 AD); formulated a new astronomical system that contradicted Ptolemy, and called for sound scientific proof to acknowledge facts and discoveries.

Ibn al-Nafis (1213-1288 AD) was the first to discover the modern scientific theory of microcirculation in its correct form.

Many of the pioneers of the European Renaissance bore witness to the brilliance of Arab scientists in the field of scientific research, as they contributed with their scientific production to the progress of civilization and to set the rules of the inductive method. They took observation and experiment as a basis for scientific research established the methods of scientific achievement in various theoretical and applied sciences, and knew the mathematical method that is based on axioms and axioms.

Although Islamic civilization took the lead in adhering to the controls of scientific research, Western nations benefited from them and took that leadership in the modern era well-deservedly.

The German orientalist Sigrid Hunke said: (1913-1999 AD): "The Greeks always adhered to the control of theoretical opinions, and scientific research based on observation and experiment did not begin except among the Arabs."

The Austrian orientalist Alfred von Kremer admitted: (1828-1889 AD) described the role of the Arabs in the field of experimental knowledge. He said: "The greatest intellectual activity carried out by the Arabs appears to us clearly in the field of experimental knowledge within the circle of their observations and tests. They used to show amazing activity and diligence when they observed and examined, and when they collected and arranged what they had learned from Experience, or they took it from narration and tradition, and therefore their method of research is most influential when the matter is within the scope of narration and description".

The importance of scientific research:

The importance of research lies in the fact that it is a set of benefits that it adds theoretically and practically to humans. Scientific research allows the researcher to rely on himself in acquiring information. It also allows the researcher to view various approaches and choose the best ones and makes the researcher a different personality in terms of thinking, behaviour, discipline, and movement.

Scientific research has become a clear feature of progress, development and prosperity at the level of any institution or country in the world. The more the number of successfully qualified researchers and the research centres to which

financial and moral support is provided increases, the more this is reflected in the progress and development of society and the state, and the growth of its potential in the fields. Which is covered by research and development in general.

The research prepared by science students at the university seeks to make them better at taking knowledge from various sources and references, trying to discover what is new, presenting the alternative, and confirming what is correct, in addition to the ability to explore and dig into knowledge, discover new horizons, and express opinions freely and frankly.

The main objectives of writing scientific research can be summarized in the following aspects:

- Enriching the student's knowledge of various topics.

- The necessity of expressing opinions and issuing judgments, but objectively and by what logic and methodology require.

- The necessity of practising research ethics, especially integrity, seriousness, and commitment to scientific honesty.

- Get used to reading and reading daily to tame the soul against laziness in seeking knowledge.

- The necessity of subjecting research to known scientific controls in preparing research.

- The necessity of knowing how to employ and use computers in preparing research, and ways to use documents, books, and information sources and linking them to reach new results.

Research has become more necessary than before in all fields. All countries need it to confront various current challenges, whether related to nature or human thought, in light of the massive explosion of information in the contemporary world.

Scientific research is the guide to human intellectual activity and the guide to the development of countries and societies. For this reason, universities in the world - as the locomotive of society - make great efforts in training students to master its foundations and method of work, during the university stage to provide them with the skills that make them able to provide a new addition. To human knowledge, and employing it in the service of humanity and the nation.

Scientific research has become the most prominent criteria for measuring the progress of societies, as it is the first starting point in transforming an idea into a productive reality, and it is what charts the path of development and progress in various economic, social, humanitarian, cultural, scientific, and so

on fields. It is the main means of cultural advancement and the advancement of university education, as it is primarily based on it. The first.

We summarize some of its benefits as follows:

Scientific research aims to know God, the manifestations of His power in the universe, and deepen faith in Him.

Scientific research aims to develop university education. The university is the locomotive of society.

- Scientific research seeks to develop the economy in its various fields, and to bring about new economic and social development, seeking to provide the best service to society and avoid danger and poverty.

Scientific research seeks to uncover the secrets of the universe.

Scientific research seeks to solve psychological, social, and humanitarian problems, combat the manifestations of nature that pose a threat to humans, and seeks to achieve human well-being.

Scientific research seeks to promote cultural concepts and preserve the nation’s heritage.

- Scientific research to survive and compete.

Types of scientific research:

Scientific research can be classified into four types:

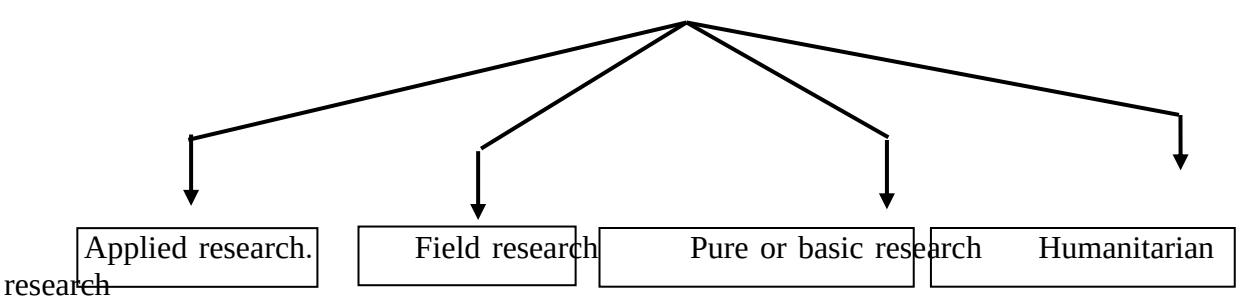
- Applied research.

- Field research.

- Pure or basic research.

- Humanitarian or intellectual research.

Types of scientific research



1-Applied research:

Applied research; It is original research that is conducted to gain new knowledge, and aims primarily to achieve a specific scientific purpose.

Applied research is the type of study carried out by the researcher to apply its results to solve current problems in various sciences and fields, including economics, administration, education, sociology, applied linguistics, and others.

Observation and experimentation play a prominent role in this type of research, and the person who performs it often seeks to invent something new, find a solution to a specific problem, come up with a useful and practical method, or harness modern scientific discoveries to double production and reduce expenses and costs, which leads to doubling profits and scientific progress. The desired.

Applied scientific research is "research that relies on reality and scientific induction, and the researcher usually carries out it after some observations and experiments suggest a specific purpose to him, and he formulates it in an accurate, specific, and quantitatively measurable formulation".

John Denixon believes that scientific research identifies needs, shows solutions, and provides the issues necessary to achieve them. From this standpoint, any attempt to distinguish between basic and applied research becomes meaningless to the researcher himself, especially since all of this research uses the scientific method.

Modern scientific research is linked to technology, as science and technology are intertwined and linked to each other. It would not have been possible for astronomical theory - for example - to be established - beyond philosophical discussion - without the existence of a telescope, through which the moons of Jupiter, the planet Zahra, and several stars in the galaxy are viewed. Al-Labaniyah, science and technology are cooperative. Meaning that each adds strength to the other.

2- Field or field research:

Field research requires leaving the offices, going to the field of research that is to be conducted, and visiting families, schools, society, or institutions and meeting those in them... Field work may be a long stay, but it is limited in the geographical field or field. The spatial nature of the research is all in social research that requires conducting fieldwork to collect the material for it, that is, the data on which the research depends.

We apply this to field research in Arabic and applied linguistics, as the student should leave the university departments and libraries to the schools and institutions that adopt the language that the researcher is studying, whether the focus of his study is phonetics, grammatical structures, or

rhetoric, and everything related to the study curricula and methods of teaching the language in a way Make it clear and fulfil its role for the recipient to the fullest.

Hence, the benefit of field research lies in revealing the facts of theories and the extent of their effectiveness, through direct observation, participating in the application of that theory, interviewing those responsible for its application, or creating a questionnaire in the form of a form distributed to a sample of individuals who are related to the content of the research, and this constitutes The questionnaire is an informal test of the theory in question.

We conclude that field research is the study of the research material in the reality of its use. It represents a type of organized scientific observation in its broad sense.

Observation is considered the primary tool for collecting data in all sciences as a means of perceiving phenomena, situations, facts, and relationships through the senses. However, it is not sufficient alone, as the observer must be mentally prepared while forming his observation, and must have a broad culture that helps him reach the correct results or results. Solutions to the problems raised. Field analysis also contributes to getting closer to the reality of the phenomenon conveying an accurate picture of it, and testing scientific hypotheses in preparation for arriving at generalizations that will be the basis for building theory, or modifying some theories in some of their aspects that studies have proven to be incorrect or incomplete.

3- Pure or basic research:

Basic research is the experimental or theoretical activities that are primarily practised to acquire new knowledge about the foundations on which observed phenomena and facts are based. It seeks to uncover scientific facts and phenomena and is concerned with answering theoretical questions and developing theoretical concepts.

The scientific value of this type of research may not appear at the time. Rather, it requires time, whether short or long, and its results may or may not be applied scientifically at all.

Research in the field of theoretical human sciences, such as history, languages, literature, philosophy, religion, and others - according to the definition of basic research - is not intended to reach practical results or create an invention. Therefore, the researcher follows research methods that are compatible with the nature of the speciality he is researching, and the nature of The goal he seeks is far from laboratories and others.

Basic research relies on pure theoretical contemplation and purely practical reasoning and requires the researcher to review what he has written on the topic under research, learn about the previous contributions made by others

from his predecessors or contemporaries, understand the problems and implications associated with the topic related to the research material and its methodology, and realize the difficulties. What surrounded him and the pitfalls he faced, enabled him to classify and organize them and make them a frame of reference that benefits the researcher in his field.

4- Humanitarian or intellectual research:

Humanitarian or intellectual research is the focus of theoretical colleges and is related to research in the economic, social, Islamic, linguistic, literary, historical, heritage, and other cultural aspects. This is important research for preserving the nation's heritage and achieving its intellectual renaissance, based on the fact that research in general seeks to achieve development and development plans in various fields.

Human and intellectual research is an organized and precise scientific investigation that aims to add social and humanitarian knowledge, and discover general facts and rules in the social and humanitarian fields, which contributes to understanding social phenomena and human topics, and helps in the process of predicting the behaviour of these phenomena and topics in the future, and this in turn will support Decision-making processes and the development of social and humanitarian plans aimed at protecting the individual and the group and treating existing problems.

Pillars of scientific research:

Scientific research is: "an organized intellectual process carried out by a person called (researcher), to investigate facts related to a specific issue or problem called (research subject), following an organized scientific method called (research method), to reach appropriate solutions to the problem or To produce results that are suitable for generalization to similar problems are called (research results).

Based on this definition, the components of scientific research are the subject of the research, its method, and its results. As for its pillars, there are three that can only be based on them, and each one of them represents something important in its appearance in the form it should have, which are: the subject, the method, and the form.

As for the subject:

It is the focus of the study from which the researcher starts, and it is the idea, issue, or issue intended for the research, as the research topic constitutes the most important point of scientific research, as choosing a good topic helps greatly in arriving at elaborate and useful research.

The more the topic is new, or has new aspects, and the more it contributes to addressing scientific topics in various fields of social, economic, educational,

literary, and other life, the greater the demand by scholars for it, and the more attractive it is to the eyes of scholars.

Novelty, innovation, and addition to the topic do not mean that the researcher is limited to discovering what is new only, nor that the topic is not covered before. Rather, it deals with that and deals with other things. There is no authorship except for a new invention, scattered collection, incomplete completion, general elaboration, lengthy refinement, or arrangement. Mixed, ambiguous designation, or incorrect explanation.

As for the methodology:

It is a set of rules and procedures established by specialists in research methodology that the researcher follows to reach or uncover the truth, or that lead to arriving at sound research results.

The approach consists of arranging the information in a tight order, adhering to complete objectivity, using the information correctly in a sound scientific manner and the method of presentation, supporting the issues presented with convincing evidence and clear arguments, and clarifying them with examples, without prejudice to some of them or bias towards others.

As for the form:

It is the method of organizing research and coordinating its elements in form and writing in a way that achieves harmony between its sections, gives it an organizational character, and provides it with a degree of attractiveness that general scientific custom agrees to follow.

The names of the research project sections and their components may differ, and their arrangement may differ according to the vision of specialized researchers, or the research system in the university institution and other institutions that adopt the scientific research method in their system, but these components necessarily include and by general agreement: the introduction to the research and its problem; The subject of the study, the objectives and methods of the research, the method of data analysis, and the timetable for this study. The results expected from the research can be added or not mentioned, provided that the results reached are mentioned after the research.

The form of research is its organizational method, starting from organizing the information on the title page to organizing the text according to sections, chapters, and topics, to the method of referring and documenting, writing comments, listing sources, references, and indexes, and adjusting punctuation marks and side titles. Scientific research is composed of parts that integrate to form a structure. The structure of scientific research is:

- the title.

- introduction.

- The core and body of the research.
- Conclusion.
- Abstract.
- Sources and references.
- Research appendices (if available)
- Indexes.

Researcher characteristics and ethics

The search for and development of knowledge is a noble mission, but it is arduous. Therefore, whoever follows its path must be characterized by several scientific and moral qualities, the most prominent of which are:

1- Scientific honesty :

The researcher must be committed to scientific honesty, as he must completely stay away from attempts at forgery and scientific theft. It is necessary to attribute opinions to their real owners and avoid plagiarism or theft. Scientific theft is an unethical intellectual theft, which is when a researcher copies the work of another author or part of it verbatim without reference to the author or reference, or without the permission of the author who should be attached to the memorandum. One of the most prominent specifications of scientific theft is: (every partial or complete quotation of ideas, information, text, paragraph, or section from a published article, book, magazine, study, report, or website, or reformulation of them without mentioning their source or owners).

According to the law, academic theft exposes the person to the invalidation of the discussion of his memorandum, the withdrawal of the title he holds, and the thief being deprived of obtaining a certificate. The affected party has the right to sue the thief.

2- Objectivity:

The researcher must be objective and avoid subjectivity. He must not hide his opinion, be biased, and not allow his customs, traditions, emotions, and whims to interfere with the research. His concern must be to investigate the truth.

3- Patience and challenge:

Having a spirit of patience, perseverance, and ambition is an urgent necessity that the researcher must have, based on the fact that the research process is mentally, physically, and financially exhausting. However, this challenging spirit, which is characterized by scientific curiosity, curiosity and investigation, is enough to contribute to pushing the researcher to achieve the desired results and facts.

4- Intelligence and talent:

Intelligence and talent play a major role in choosing and defining the problem and performing the rest of the research elements by established scientific principles.

5- Scientific humility:

Scientific humility leads the researcher to avoid boasting about his abilities. He must also acknowledge the relativity of the results he reaches, and that he must change his opinion if different valuable opinions become available.

6- Act wisely:

The researcher is responsible before his conscience, and bears his moral responsibility towards the discussion committee and the supervision of his research, as he must spare them all from any material or moral harm that could be caused by him. The researcher must inform the committee and the guardianship administration of anything abnormal, or that could cause a malfunction. This includes adhering to the deadlines for research work or discussion, and therefore clarification and apology should be provided in every emergency.

7- Commitment to preparing papers related to his research:

The researcher must be committed to dealing with the administrative aspect related to his research, including the necessity of writing a report on the results of his research and providing the committee or guardianship administration with the papers required of him during the preparation or discussion of his research.

8- Trust in science and scientific research:

The researcher must trust in the importance of science in finding solutions to the problems facing humans and also trust that science is the means for humans to reach facts in the theoretical field and improve ways of life in the practical field.

9- The necessity of the researcher's ethics:

The scientific researcher's disregard for the ethics of scientific research undermines the scientific and valuable character of his research work. The researcher mustn't be exposed to his fellow researchers in terms of their privacy, dignity, or conduct, as the politicization of the research process, which has an objective character, contradicts the ethics of scientific research. In addition to the above, the ethics of the scientific researcher include the following:

- Concealing the confidentiality of information or the privacy of respondents.

- Avoid causing any material or moral harm to individuals, institutions, libraries or institutions related to the research.

- Separating the researcher's academic life from his family or personal life.

- Avoid being subjected to negative influences on the researcher's personality or national characteristics.

To the previous qualities, we add other qualities that are no less important, the most prominent of which are:

- Belief in the value of continuous learning; Knowledge is from the cradle to the grave and does not know the limit of sufficiency.

- Open-mindedness, lack of difficulty and stagnation.

- Avoid arguments, especially sterile and bad ones.

- Accepting facts and the logic of things, especially theorems.

- Be patient and avoid randomness and hasty judgment.

- The research should be peaceful, of a humanitarian nature, seeking the face of God Almighty, and serving mankind and the nation. It should not provoke strife that would lead to harm to the individual and society or lead to any type of corruption.

- One must not defame others, one must not expose them by name, and one must not mock the achievements of others.

Research topic (Subject) and plan

Choosing the topic and conditions for the success of the research:

Firstly; Choose a topic:

1- The factor and criterion of the scientific value of the subject of scientific research: The scientific value of the subject of scientific research and the value of the results of scientific research in practical life such as formation and solving existing social and economic problems control the process of choosing the subject of scientific research. The scientific researcher must have personal preparations and capabilities that enable him to prepare scientific research excellently, by the rules, procedures, laws, and conditions of the scientific methodology that must be respected and applied in the field of scientific research.

The student should have extensive knowledge of foreign languages, especially English and French, especially in modern linguistic research, so that he can access the greatest possible number of concepts and adjust his research terms.

2- Controls for choosing the topic:

The researcher seeks to search for the essence of the truth without having an opinion at first, so he reads and collects the material, understands it, and compares some of them with each other so that the reading reaches the truth, even if it is relative, but it is objective and not dominated by whims and moods.

(The process of choosing the research topic is the process of identifying the scientific issue or problem, which requires a scientific solution to it, based on several scientific hypotheses through study, research and analysis, to discover the scientific truth or facts related to the problem, interpreting them and exploiting them in solving and treating the issue or problem. submitted for scientific research). However, the researcher chooses the topic that suits his talents and abilities and does not conflict with his inclinations. What suits the speciality he studied and serves the sciences and knowledge acquired.

Hence, it is clear that the research student should not choose a topic with the aim of proving or opposing it, but rather he should choose it based on the possibility of both things at the same time. That is, it may be proven in the end or not proven.

The stage of choosing the topic of scientific research is one of the first stages of preparing scientific research and the most difficult and precise, due to the multiplicity and difference of factors and criteria for selection, as there are several factors, standards and subjective psychological, mental, social, economic, professional, and objective scientific, legal and administrative factors that control the process of choosing the topic of scientific research in

general. The subject of scientific research in the field of legal and administrative sciences in particular.

The student's feeling and urgency that the topic is worthy of study, or his feeling that there is a problem that he is searching for a solution, is the logical beginning for carrying out original scientific research, and this is the path to intellectual creativity and scientific originality. A good choice of topic or problem is the focus of successful work, and the researcher must consider that this research will be the focus of his activity and the focus of his thinking for quite some time.

If the student finds in himself an inclination to study a subject, before registering, he must confirm his desire, abilities, and positive inclination toward the subject, and first ask himself the following questions:

-Is this topic worth the effort that will be put into it?

- Can you write a message on this topic?

- Do I have the ability to do this topic?

-Do I like this topic and am interested in it?

3- Title of the research topic:

The title of the research topic is the word from which the content of the research is revealed. It is defined as the smallest possible Abstract of the content. A good title should be clear about its topic, through which we can clarify the limits and dimensions of the topic. It should not include anything that is not within its topic, and it should be as short as possible. It should intelligently suggest the main ideas, and be flexible so that if it needs to be modified, it is possible.

The title of the thesis must be funny, precise and clear, including the details and details of the research, without prolongation or shortening, as both of them could create a defect or ambiguity in the title.

4- Conditions for choosing the research topic:

The scientific researcher, the supervising professor, and the competent scientific and educational institutions, in the stage of selecting the scientific research topic, are all required to ensure the suitability and compatibility of the researcher's various preparations and abilities with the chosen topic and the decision for the scientific research process, to ensure a logical and objective start, for the success of the process of preparing scientific research.

The quality factor of the researcher's specialization in one of the branches of science and specialized branches controls the process of choosing the quality and nature of the scientific research topic.

The research topic must adhere to a set of conditions, the most important of which are summarized as follows:

- The title of the topic should be precise and clear so that it does not contain any additions or omissions.

- The research must have sufficient sources and references to complete it.

- It must be appropriate for the stage or degree to be achieved.

- It must be new, contain a new vision, or need rearranging and organization, and the researcher believes that he can add something new with it to those who came before it.

5-A set of questions that help the researcher choose the topic of his research:

The researcher should ask himself a set of questions about the importance of the research topic that he would like to delve into. If his answers are positive, he will begin work because that means the suitability of the topic for preparing a scientific memorandum or thesis on it. If they are all negative, he should avoid delving into it. The most prominent questions we suggest are:

- Does the topic capture the researcher's interest and desire?

-Is it a new topic?

- If the topic has been covered, is there a new vision for the topic for the researcher?

- Does the research topic excite the researcher and motivate him to love discovery and analysis?

Will the study he has in mind add anything to his knowledge?

- Can the researcher carry out the proposed study?

- Is the problem itself suitable for research and study?

- Does the researcher have references and sources for the research he will address?

- Is the researcher familiar with some of the aspects of the research?

- Has another researcher previously registered to do this research?

Thirdly; Conditions for a successful search:

The researcher must follow the path of scientific research before and during the completion of his research, in a way that serves his research cognitively, scientifically and methodologically and achieves benefit in the end. For this to happen, the researcher must adhere to pillars that serve this goal, the most important of which are the following:

(Read books that serve the topic of his research or are related to it widely, voraciously and deeply. Then he must be precise in understanding the material of the books he reads, and the opinions of the researchers who researched his topic or what is related to it, provided that he does not take their opinions for granted, but rather accepts them and studies them, until the vision becomes clear to him. He acknowledges the validity of some of them and reserves his reservations about others. Then he adds his new vision to his research field or rearranges the known material in a new, useful order. He exerts his effort in his research and writing, by consulting his supervisor and referring to him every time, as the researcher seeks to Search for the essence of the truth without initially having an opinion, so he reads and collects the material and understands it, and compares some of them with each other so that the reading leads to the truth, even if it is relative, but it is objective and without whims.

Fourthly; Search method controls:

The method is the expressive template for the research, and it is the evidence of the extent to which the elements of the research are understood and their depth in the soul of the researcher. If the meanings and ideas of the research are clear in the mind of its author, they can be expressed in a clear manner and bright expression. Scientific facts require writing them down in a scientific manner that relies on logic and thought and stays away from imagination. Poetry and composition, because it addresses the mind, stimulates thought, and explains scientific facts. Its most prominent features are clarity, in which the effect of strength and sobriety should appear, and ease of expression, which should be appropriate to the subject, with no metaphor in its words or strangeness, far from verbal embellishment and creative refinements, and it should be subject to The style follows the logical sequence of the topic and its branches, and must be free of grammatical and spelling errors.

The research student should choose contemporary words that suit the topic of his research, and avoid strange and old words, except those that constitute the research material. He explains them and clarifies their meanings. He should not use foreign words or phrases unless they constitute one of the terms of his research, and he should adhere to the sentence pattern. In Arabic composition, the sentence paragraph begins with a verb. Suppose it begins with a nominal sentence during definition and reporting. In that case, the subject should precede the predicate, and it is preferable to stick to short sentences, and to avoid creative adjectives and graphic images except those that are mentioned spontaneously.

The researcher shouldn't use excessively the first person singular pronoun (I) or the collective pronoun (we) as an indication of his vision and work. If he

uses it, he must keep it away from the context in which it indicates an appearance of pride and self-esteem. He should use for this indication the following expressions and the like: (It seems that), (It appears from what was previously mentioned), (It is clear from that), (And the material known about this topic appears in...).

Establishing a research plan and preparation methodology

Firstly; Controls for writing a research introduction:

The research plan represents the organizational structure of the research and includes the procedures according to which the problem will be treated. It includes all the elements of the plan, and research without a previously thought-out plan may lead to failure. Drawing up the plan prevents the researcher from falling into confusion, bewilderment, and confusion, but developing it well obliges the researcher To contact a specialist in his field of study to help him choose a topic to study, determine the theoretical and practical aspects of studying the topic, and identify the necessary sources of knowledge.

The researcher should avoid ready-made plans that may lead him astray from the facts of the research and its results. Hence, the researcher must expand his understanding of the topic of his research, by carefully reviewing what was written in it, so that the vision becomes clear to him, and the features of the plan are completed that reflect his way of thinking and perception of things, but it is not a purely subjective work, but rather a logical perception that is subject to certain rules.

The research plan includes the following stages and sections:

1- Elements of the research introduction:

The introduction to the research works to introduce the topic, highlight its importance, present the reasons for choosing it, the most important difficulties the researcher faced, explain the research plan in some detail, mention its most prominent sources and references, and the method adopted for studying its topic.

The introduction to the research consists of elements and components that every introduction must include in a useful, focused, clear, and accurate Abstract, which are:

- The appropriate introduction to the topic should not be in the form of the beginnings of a religious or political sermon, but rather it should suit the topic of the scientific research in which the research is being conducted clearly and explicitly.

- A complete description and statement of the topic or scientific problem being studied and scientific research.

- An inventory and description of the most important final scientific hypotheses that contain scientific solutions to the topic, or include the scientific problem under study and scientific research. It is necessary to notify the reader and suggest to him the scientific solutions to the problem under

study, in the introduction, and avoid obscuring the final solutions and hypotheses.

- List and explain the various objective and subjective reasons for choosing the topic of scientific research, clarify the objectives and importance of the research study, and highlight the problem under study accurately and objectively.

- Pointing out briefly, focused and useful the most important attempts, efforts and scientific research that preceded the topic of scientific research under study or that highlighted the problem under study and scientific research.

- Review previous efforts undertaken by others in this field; The researcher explains the studies that others have done on the subject and then explains the shortcomings and deficiencies in these aspects. As well as pointing out the length of time that has passed between previous studies and this study and the change in circumstances and development of knowledge and techniques, which requires updating previous studies and ensuring that their results are linked to new conditions and information.

- The researcher points out the aspects that he will address in his study, which were overlooked by previous studies, and shows the aspects of distinction in his study from other studies. Surveying previous studies is considered important to avoid mistakes and problems encountered in previous research, avoid useless repetition, and avoid wasting efforts in studying topics that have been well-researched in previous studies.

2- Conditions that must be taken into account when writing the introduction:

The introduction to the research is subject to conditions that must be taken into account to write it in good scientific writing. The most prominent of these conditions are the following:

- It must be readable and concise.

- It must be expressive of the research.

- It should be general about the topic, but its presentation is related to the problem.

- To be an entry point to reach the problem.

- Explain the reasons for choosing the topic and its problem.

- To address the importance in the form of clear points or sections that provide support for the research.

- To state the research methodology and plan.

3- Formulate the research problem:

The origin of any stage of scientific research is the logical and scientific choice of the subject of study, which was established to determine the problem of the research and to formulate questions that attempt to answer a problem, posed by the literary heritage of the subject or presented by a social, economic, psychological, or Linguistic, etc., or a phenomenon that requires attention and study.

3-1- Definition of the research problem:

The research problem is a question or questions raised to search for answers to them, or in other words, it is a void or lack of scientific knowledge about a specific issue that needs someone to fill that void with new additions.

The problem should be identified by formulating it in clear, understandable and specific terms that express the content of the problem, its nature and its basic substance. The problem should be formulated with an estimated verbal expression, or with one or more questions, which is best from a scientific point of view.

The importance of the problem lies in that it enables the researcher to identify the fundamental issues in his research from those that he considers secondary. It also identifies the questions that he wants to find answers to accurately and coherently, leading to clarifying the objectives of the research topic.

3-2- Conditions for choosing the problem:

There is no doubt that choosing a problem from among multiple problems requires significant effort, and therefore there are conditions that must be met to choose the problem, the most prominent of which are the following:

- The problem must be as original as possible, related to an important topic, and not a repetition of a problem or topic that has been extensively researched and for which treatments have been provided unless the circumstances surrounding the topic of the problem have changed.

- The problem must be researchable, and hypotheses must be formulated for it.

- It must have the financial capabilities, as the lack of the necessary financial capabilities hinders the research and limits its horizons.

3-3 How to sense the problem and justifications for carrying out the study:

The researcher can feel the importance of the problem and the justifications for the research under study, through many ideas and events that interest him, the most prominent of which are the following:

- Recommendations of previous conferences, seminars and studies.

- Various problems are raised in various fields, especially those that serve his speciality.

- His observations while supervising or teaching students.

- Notes from researchers, professors, and science students, especially in their field of specialization.

- Previous studies did not take full-time into the study.

- Conducting an exploratory or exploratory study.

- Personal experiences through practical life.

- The importance of research in preserving human and national gains, and the extent of its contribution to achieving development and prosperity in various areas of life, especially in the researcher's field of specialization or anything related to his field of specialization.

3-4- Sources of the problem:

The most prominent sources of the problem in various fields are the following:

- Various observations, complaints, and scientific and non-scientific reports on a topic, whether submitted by individuals or scientific or non-scientific bodies.

- Personal observations in various areas of life, especially in the field of specialization.

- The researcher's desire to delve into a specific field of research, especially if it serves his speciality.

Life is full of problems and difficulties that confront a person in his natural, social, psychological, linguistic, and so on.

The aspirations of societies and countries at the level of social services, human needs, and technological development make it a fertile field for conducting various scientific research.

4- Scientific research method:

Commitment to the research method in research work is the path that leads to revealing the truth in the sciences through a set of general rules that dominate the course of the mind and determine its operations until it reaches a known result.

In his research, the researcher is exposed to the methodology that he uses, the methods of collecting and processing data, the tools that he will use, and the method of analysis that he will adopt, and the purpose of the method is to explain the foundations, rules and procedures that the researcher will adhere to to reach sound scientific results.

Applying the scientific research method accurately and rigorously by the scientific researcher leads to the acquisition of the process of formulating the research in an accurate, clear, logical and objective scientific manner. Arranging the scientific ideas related to the subject of the scientific research would ensure consistency and harmony between the elements and components of the research, and writing research that achieves its desired results.

Every research must be formulated and written according to precise scientific methods, among which we mention the most widely used in the humanities, social sciences, literature, and linguistics, as follows:

A-Descriptive approach:

The descriptive method is a basic pillar of scientific research and is concerned with describing a language in a known place and time, accurately and objectively, far from subjectivity. The description of a language lies in studying its phonetic, morphological, grammatical, syntactic, semantic, and lexical aspects, or in one or more of them, according to what the study requires. in search.

The descriptive approach aims to monitor linguistic phenomena and describe them in an accurate way that is appropriate to the spoken language, and to make up for what was neglected in previous studies through the research findings from the results of this descriptive study. The researcher who adopts the descriptive approach should stay away from subjective, taste, and evaluative judgments in the language. Rather, he must deal with language in the abstract.

As for the use of the descriptive approach in non-linguistic disciplines, it is a qualitative study to study current natural, economic, social, and political phenomena, in which the characteristics of the phenomenon are clarified, then the quantity of its size, changes, and degree of connection with other phenomena is studied. It does not stop at describing this phenomenon but rather goes beyond it. In analysis and conclusion, the descriptive approach is often combined with analysis and comparison tools.

B-The historical approach:

The historical approach is concerned with studying the language in a specific place over successive stages of time, by tracking the changes and developments that occurred in the language, at its phonological, morphological, grammatical, syntactic, semantic, and lexical levels.

The historical method traces human and social phenomena historically in terms of its indirect connection with the phenomenon, through the analysis of documents, records and antiquities related to the phenomenon. It not only

tracks the phenomenon but also makes the researcher reach generalizations and conclusions after studying and delving into the phenomenon.

The historical approach to studying language is based on the fact that it is variable and does not know stability. It is in continuous development, and in observing that change, it depends on choosing a spatial environment according to the linguistic phenomenon that was related to that environment or in which development occurred. For example, studying the implications of the change in a particular word and its development over the era. The pre-Islamic era, the Umayyad era, then the Abbasid era, and so on.

However the historical method is not unique in the study of language, as it relies on accurate description to be complete, and the description is based on extrapolating examples of the linguistic phenomena under study.

C- Comparative approach:

The comparative study aims to reconstruct the common origin between the mother tongue and the second language under study, to show aspects of agreement and difference between them, and to identify the linguistic changes and developments that have occurred to both of them.

This approach plays a major role in understanding the culture of each language's community, searching for reasons for compatibility and rapprochement between them, in addition to facilitating learning of the two languages. The comparison between the two languages is at the phonological, morphological, grammatical, syntactic, semantic, and lexical levels, or one or more of them, and the comparative approach pays attention to the applied aspect.

This approach also aims to root linguistic materials in dictionaries, similar to what the Europeans did in the dictionary of synonyms in the Indo-European language, which the linguist Buck classified according to meanings.

D- Contrastive approach:

The contrastive approach is based on making a set of linguistic comparisons between two different languages, such as Arabic, French, English, Spanish, German, Japanese, etc., by studying the phonological, morphological, syntactic, semantic, and lexical levels of each language, and showing the aspects of agreement and difference between them, and this leads to creating rapprochement. between the two languages, facilitating the process of learning them, and controlling the translation from one to the other.

E- Standard approach:

The standard approach aims to provide rules that protect the tongue or pen from error and melody, provide it with a specific linguistic level that must be maintained and from which one must refrain, and set limits for what it should

say. These limits are extracted from grammar books and the sayings of linguists.

This approach remained dominant in the trends of linguistic research in the East and West, and its position was not shaken until the emergence of linguistic approaches. This does not prevent it from being the approved approach in the field of education and indoctrination until now in most countries of the world, and these methodological features were known in grammatical studies of the Arabic language. As they determined the rules of error and correctness in the language, they wrote books to correct the language and what contradicts the approach that is taken.

Search content:

1-Research departments; Its chapters and discussions:

The text of the research is divided into sections, chapters, and sections, beginning with an introduction and ending with a conclusion. The titles of the text vary and its contents are distributed according to the research specialty and method, the content of the research and its problem.

Dividing and categorizing the research topic includes defining the problem or the basic and overall idea of the research topic comprehensively and clearly, giving it a main title, then specifying the introduction to the topic in the form of an introduction to the research, and fragmenting, dividing and arranging the main idea or topic into problems or sub-topics, partial and special ones, then Dividing sub-, partial, and specific topics and ideas into less sub-, partial, and specific topics and problems (...) and so on, based on precise and clear logical, scientific, and methodological foundations and standards, so that the division and tabulation constitute the structuring and construction of the complete research, then giving them sub-partial titles, especially within the scope of templates and images. A known methodology (chapters, topics, branches, demands, first, second, and (1, 2, 3...), according to templates and division images approved by the researcher and supervising professor.

After the researcher determines the basic and original title of the topic of his research, after introducing and preparing for it, and after dividing the topic into the elements that make it up, and restricting them horizontally and vertically, he pours them and empties them into the known methodological templates and frameworks (...), which are arranged, graduated, and sequenced as follows: The parts Sections, chapters, chapters, sections, claims, first, second, and third

The research topic should be divided logically according to the nature of the topic and the degree of importance in presenting one chapter over another. If the topic is broad, the topic should be divided into two or more sections

according to an accurate title appropriate to the content covered by the section, section, chapter, research, or topic.

The number of sections, sections, chapters, topics, and topics should be reconciled as much as possible. If the research is in two chapters, each section will have about three chapters, each chapter will have about four topics or more, and each topic will have about five topics or more. It is not desirable for the first chapter, for example, to include three sections, while the second chapter includes seven sections.

Balance and convergence in the number of chapters and sections in particular are required within the limits of possibility and the limits imposed by the research issues and subject matter. The main topic may be an introduction in the size of the chapter before the beginning of the research topic, whether it begins with a section, a chapter, or a chapter, where the introduction deals with the research terms by definition and explanation, or the discussion is about the era of the research or its aspects. Each section, section, and chapter of the research should be preceded by an introduction or introduction, and each section, section, and chapter should be concluded with an appropriate conclusion.

2- Tables and graphs:

The body of the scientific research includes tables, graphs, and geometric figures if required by the subject of the research, and they are as follows:

2-1-Tables:

The table and graph are a means of illustration with numbers, and sometimes with texts, that work to clarify or explain a point of research, or highlight an important idea, by making it focused and supported by numbers. The numbering of the tables is sequential at the level of the text, and the number of each table is written from the first line at the top of the table. The table title is on the same line. As for the column titles, they are written above the relevant column, and the standard units are written under the column title, abbreviated between parentheses. The tables are not spread out on separate pages, but rather placed in their correct place in the text, especially if they are small and do not take up the space of the page.

2-2-Shapes:

Figures are a means of instantaneous illustration, and they are of three types; Linear, photographic, and colored. As for linear; It is a means that explains from the first glance the result that the researcher wishes to announce, and it must take into account complete accuracy in the ratio between the lines and the digital facts that it refers to. Drawings are placed according to the required size using computer software. As for photographs, they are a natural illustrative means that confirm the explanation contained in the text. They are

downloaded through the computer using a scanner. As for color images, they are an illustrative means in which color has a scientific significance, and they are also downloaded using a scanner.

2-3-Chart:

A graph differs from a table in that the drawing must be placed on one page, regardless of the size of the drawing, because its goal is visual comparison, and this is only available if the entire drawing is in front of the eye at one time. The graph should be preceded by an introduction that introduces it, and there should also be an introduction before the table and before any graphical form, and it should have a title.

Conclusion and Abstract of the research

1- Conclusion:

The research topic concludes with a conclusion, which addresses the results of the research reached, and recommendations and suggestions can be included at the end.

The conclusion comes at the end to present to the reader extensively the results of the research, the new results it has produced in the field of knowledge, the nature of the solutions it presented to the main problem and the sub-problems, and even the new problems and unprecedented questions that the research raises, as the importance of the research does not depend only on presenting Solutions, but rather raise questions and open new horizons for future research. The competent and honest researcher is the one who is aware of the shortcomings that may be in his research, and then in the conclusion he performs a kind of (self-criticism), the goal of which is not to show others his humility, but rather to confirm his awareness of his topic and the problems it contains.

The conclusion is the logical result of everything that was presented and discussed, in which the rulings are announced and the results are decided. It is the part that leaves the last impression, so it requires care in arranging its ideas, quality in its formulation, and choosing sentences and phrases, so that the reader feels through it that he has reached the end. Search in a natural, gradual way without affectation.

The conclusion is distinguished from the rest of the scientific research in that it is the outcome of the entire research, as it is an embodiment of the final results reached by the researcher through his investigations and study of the subject.

The conclusion is linked - to some extent - to the introduction at the beginning of the research because the writer tries to answer some of the hypotheses and questions that are raised in the introduction to the research.

Usually, the conclusion is used to highlight the most important results that the writer extracted from his research. For this reason; It is not necessarily a repetition and reiteration of what was stated in the text, but rather it is used to link the elements of the topic to each other and to draw conclusions from the research.

2-Abstract of the research:

The researcher draws a Abstract of the research, mentioning the most important points included in his research, and the results he obtained through those points.

The researcher submits a Abstract of his research, in English and another in French, and he may submit another Abstract or more in other foreign languages that serve the foreign culture of the country of the author of the research or are imposed by the nature of the topic.

The Abstract should include the objectives of the research, the method of analysis, and a Abstract of the most important results of the research. It should include keywords at the end of the Abstract, from 4 to 6 words placed under the heading (Keywords). The Abstract should also be characterized by accuracy in organizing and presenting ideas, and it is not permissible to refer to Any reference, and it is not permissible to put figures and tables in it.

3-The difference between the conclusion and the Abstract:

The conclusion differs from the Abstract, as the conclusion represents the results reached after study and research, while the Abstract is a miniature idea of the content of the study and the aspects that the study or research addresses and it is required by journals and university dissertation collection centres that allocate specific pages to introduce articles or dissertations. which they gather.

Summaries of university dissertations take more than one to three pages, depending on the method followed by the university in writing the dissertation, or according to the size of the dissertation itself. These summaries often write more details about the study, its methodology, and the results and conclusions, so that it gives an expanded idea. About the nature of the study and its importance.

The Abstract should be written in an accurate, clear and comprehensive scientific style, and briefly address the subject of the research, its objectives, the scientific methods, the steps that will be followed in its implementation, the most important expected results and the ways to benefit from them, and it should be in both Arabic and English on one page.

Fourthly; Appendices:

Some scientific research includes an appendix or a group of appendices that include official or legal documents approved by the researcher or include historical documents, live photographs, evidence, or samples.

The researcher provides the appendices for his research if he has referred to them. He copies them and places them at the end of his research before listing the sources and references.

These appendices include a poem he studied, a manuscript, old papers that were a source of his study, birth or death certificates, maps, photos, etc. that are directly related to the subject of his research, and with which he proves the facts contained in this research.

The researcher shouldn't resort to developing any appendix unless it is useful for the research, such as questionnaires for field research, maps, forms, tables, statistics, graphs, illustrations, and pictures.

Many researchers in this field believe that the appendices and documents - if used - come after the research sources and references, and the argument is that these sources are more closely related to the research and that the appendices and documents are something extra that can be dispensed with, but another group believes that they are placed directly after the conclusion of the research, because the scientific relevance The appendices and research are very clear, and the appendices may be taken from one of the sources and references included in the research.

Fifthly; Sources and references:

The list of sources and references is considered the basic basis on which the documentation process in scientific research is based. It is undoubtedly one of the first things that the reader sees, along with the index and introduction, and therefore it is of great importance in forming his first impression.

In addition to the list of sources and references being one of how the reader can verify the seriousness of the research and study, it also enables him to know areas for expansion of the subject if he so desires. The question is: What are the sources and references that should be included and included in the bibliography at the end of the research?

The researcher should record all the sources and references that he referred to in his research, and which were referred to in the footnotes of the research.

Writing the footnotes of the research expresses objectivity and the scientific spirit because when the researcher refers to the source or reference that he used, he thereby proves his scientific honesty by distinguishing between his ideas and the ideas that he took from others. In this way, it helps another researcher to identify and become familiar with the source referred to him, and to adopt it in other research.

The question is: What is the difference between sources and references?

1-Sources:

The sources are the old books that the researcher returns to to take his raw material from them, and they alone are worthy of the name (sources). It may date back to the era of the subject in which it is written, and it may be older, and in general, the older is more important because it enjoys the virtue of precedence, especially if that subject and its material are no longer available in the contemporary time. However, there are modern books that gained their value, by modifying or correcting theories that preceded them, or I discovered what had not been discovered before.

(Sources) are original references. They are the oldest things that contain material on a subject. They are the most valuable references in treatises, and therefore they must be relied upon and referred to. The more original references are used, and the more facts are learned from them, the greater the value of the treatises, especially if these facts and information have never been quoted by anyone before. ".

At the forefront of the sources are: the Holy Qur'an and the artistic texts (of poetry and artistic prose) produced by the writer you are studying. The sources are divided into ten sections, which we arrange as follows:

- The Holy Quran with various historically known narrations.

- Books that collected the noble hadiths of the Prophet, the most prominent of which is Al-Sihah.

- Valuable manuscripts that have not been published before.

- Various approved scientific documents, judicial rulings, legal publications, private letters of public importance, and government statistics.

- Memoirs of notables, historical and political figures about their lives or about events that were directly related to them.

- Books that establish science, encyclopedic and historical knowledge.

- Collections of poetry, novels, plays, literary books, and others that constitute the subject of the research material.

- Old books.

- Recent books on a modern topic.

- Sources of specialized topics.

2- References:

References are scientific documents and references that derive their scientific informational power and information from original and direct sources and documents, or non-original and direct first-class, second-class, or third-class sources and documents (...) and so on; That is, they are the documents and references that convey facts, information, and scientific knowledge about the subject being researched and studied, or about some of its aspects, from other sources and documents. Some say that indirect or secondary scientific documents are what may be called the term "**Les Références**"

References are modern works written by authors contemporary to us or members of the modern era on ancient topics. They are of many types, including educational and entertainment books, discourse analysis, the study of novel texts, poetry collections and other arts, books on informatics, scientific, literary and educational books, and books. In certain disciplines, books on history, religion, philosophy, economics, medicine, politics,

sociology, psychology, biology, geology, languages, grammar and rhetoric, dictionaries, dictionaries, encyclopedias, fact books, etc.

The references are divided into eight sections, which we arrange as follows:

- Books on old topics.
- Modern books based on old books.
- Modern books about modern books.
- Educational books.
- Cultural and historical books.
- Books in various fields of modern or contemporary life.
- Scientific, news, entertainment and educational periodicals and magazines.
- References for specialized topics.

Note:

If the research student wants to cite the saying of a scientist or philosopher, he should quote it directly from the book of that scientist or philosopher, and not from another book whose author quoted that saying. If the researcher is unable to find the book that contains that saying, there is no harm in referring to it. The reference in which the statement was mentioned as being quoted from him.

3- How to write the source or reference:

The researcher refers to the source or reference from which he quoted, by first writing: the writer's surname, then putting his name in parentheses, then two vertical dots, then the title of the book, then the translation or investigation, if any, by mentioning his surname and name, then mentioning the name of the publishing house, and the location of the publishing house. Publication, then edition number, year of publication, then part number and page number. An example is as follows:

Mazhoud Salim, Biological Linguistics, Dar Al-Bahith, Algiers, 2022 E.1, p.13

4- Classification and arrangement of the bibliographic list of research sources and references:

The importance of making a list of sources and references in an organized and orderly manner lies in proving scientific integrity and benefiting others. Where (it provides them with a list of references revolving around topics of interest to them, thus saving them time and effort in searching for them).

Documenting and verifying sources and references is one of the most important criteria in evaluating scientific research, as it is a requirement for a

memorandum or thesis to be accepted and its author to be granted the appropriate academic degree. The value of the research increases the more accurate the documentation of the memorandum or thesis is, and the same condition is found in scientific articles. A research cannot be accepted for publication in a peer-reviewed scientific journal without documenting and verifying references.

The researcher states at the end of the research (before the indexes): A bibliographic list of the sources and references he relied on in his research, arranged alphabetically as previously mentioned, and classified according to the nature of its subject, according to the following proposal:

- The Holy Quran.

- Manuscripts and ancient heritage books.

- the reviewer.

- Dictionaries and glossaries.

- Theses and dissertations.

- Articles in peer-reviewed journals.

- Publications of institutions, bodies, programs, documents and laws.

- References in foreign languages.

4-1-Classification of the list of sources and references:

There are multiple ways to organize the list of sources and references, as follows:

- The method of alphabetical order according to the authors' surnames and names: the list is divided into two parts; One of them contains the sources in alphabetical order of their authors' surnames, and the second contains the references in alphabetical order of their authors' surnames as well.

- The method of classifying sources and references according to the topics they address, and arranging them within each classification according to alphabetical order.

- The method of arranging according to the type of source or reference, and it has multiple methods as follows:

- First: books.

- Second: Periodicals.

- Third: Miscellaneous.

Or follow the method of arranging them according to the following method:

- First: Public documents.

- Second: Books.

4-2- Arrangement of sources and references:

The researcher arranges the sources and references he consulted in alphabetical order according to the surname of the author, as follows: (L'alphabétique): (A B C D E F G H I J K L M N O P Q R S T U VW X Y Z)

• **Notes:** Some researchers arrange sources and references in alphabetical order according to the author's surname and name, or vice versa, while others arrange them in alphabetical order according to the book's title.

Sixthly; Indexes:

What is meant by indexing the topics and titles of scientific research; It is to establish a guide and guide at the end of the research that shows the most important main and sub-headings according to the divisions of the research plan, and the page numbers that it includes, so that this indexing can be guided in an easy and organized scientific manner.

The writer presents a set of indexes along with its pages according to their occurrence in the research and the nature of its topic and concludes it with an index of topics. The most prominent of these indexes are as follows:

- Index of Quranic verses
- Index of the Prophet’s hadiths
- Index of books (if referring to other holy books)
- Index of poetic verses
- Index of notables
- Index of peoples and tribes
- Index of places
- Index of countries
- Index of proverbs
- Index of readings
- Index of languages and dialects
- Index of doctrines
- Index of terms
- Index of theories
- Index of morphological weights

Other indexes provided that it is necessarily concluded with an index of the topics.

Seventh; Search form:

The researcher should number the pages of his research, in sequential order.

As for the type of writing font and its size, it is also not agreed upon, but what is known is that the type of font required is (Times New Roman)

As for the font size in the text of the research, it ranges between 14 and 16 for regular, not thick font, and 18 to 20 for titles of investigations and claims in thick font, and more than 20 for chapter titles, and between 10 to 12 in the margins of the research and references to it in a not thick font, according to the type of font, and provided that it is a thick font. The text is smaller than the font size of the text by at least two degrees or four degrees at most.

4- Abbreviations in the text and footnotes:

The most common general abbreviations used in the research text are the following:

- (B.C.); That is, before Christ.

The most famous abbreviations used in the footnotes and references to research without the text are:

- (tr): Translation.
- (E): Edition number.
- (n.p): Without printing number.
- (n.d): Without publication date.
- (Vol): Volum. (N): Number.
- (P): Page.
- (Et al): and others
- Vol: Volume
- Ibid: Same reference
- Op.Cit = Opero Citato = In the work cited.
- Lic Cit = Loco Citato = In the place cited.

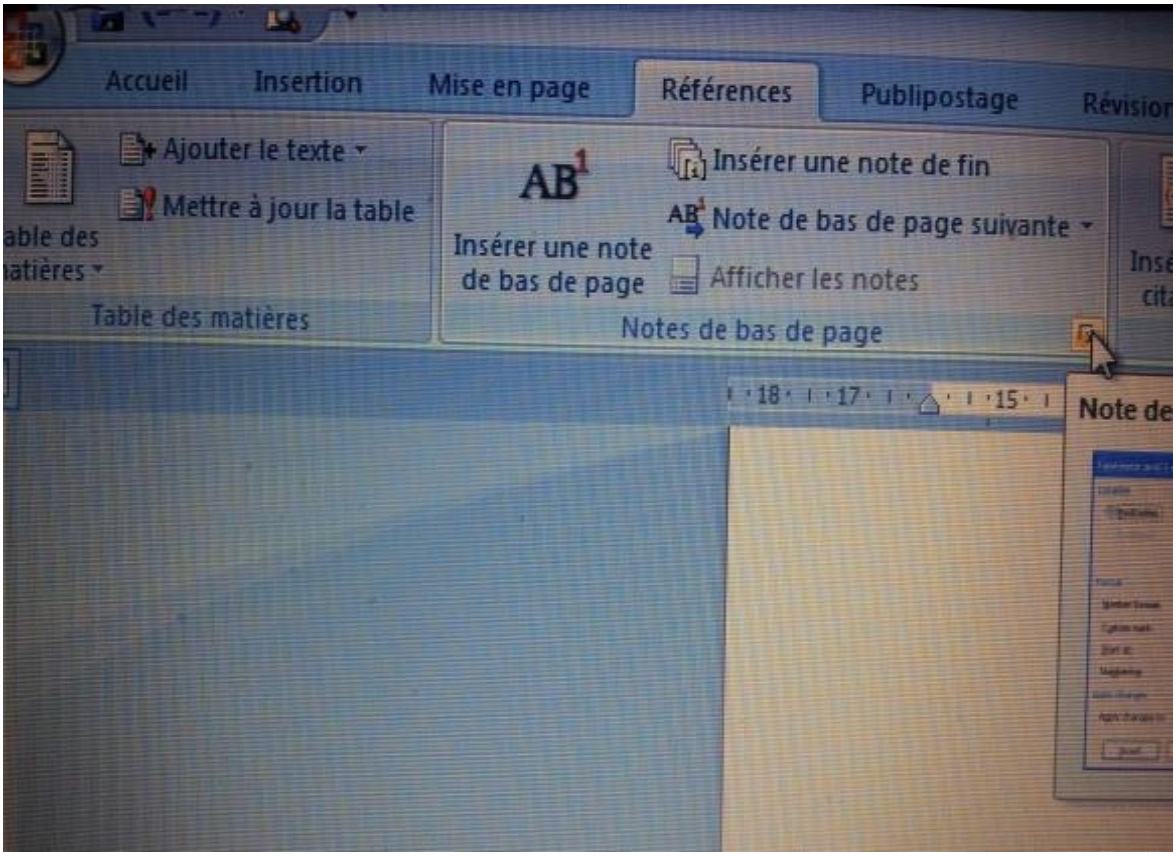
Eighthly; How on-page referral works:

The researcher makes automatic handwriting at the end of each page and writes below it the references and footnotes of the references and sources to which they refer. The references can be numbered sequentially on the research pages. For example, on the first page: (1) (2) (3), then on the second: (4) (5).) (6) (7), or it is renewed on every new page, for example: on the first page: (1) (2) (3), then on the second: (1) (2) (3) (4).

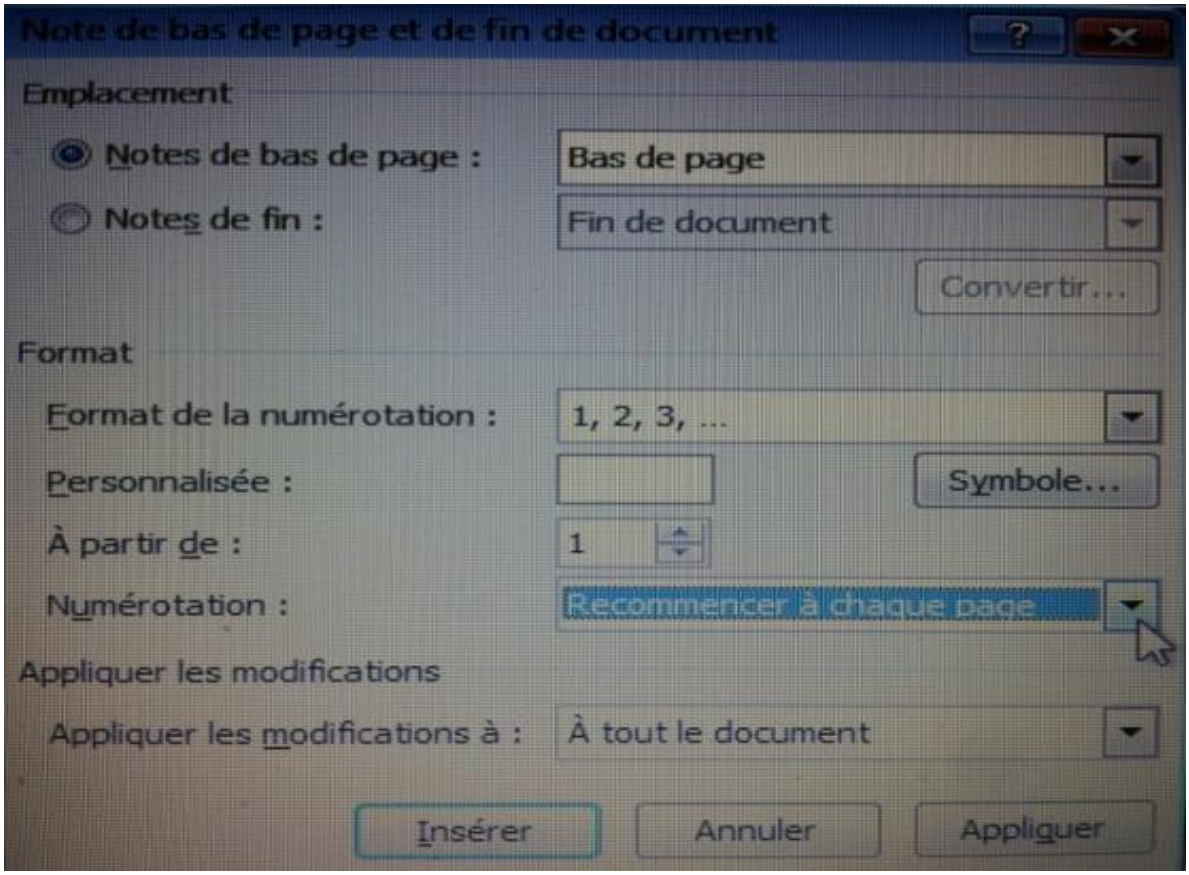
To make a referral to create the page: We click on the small arrow, in the phrase (Notes de bas Page) on the information page (Reférences), as shown in the following two images (No. 1), then (No. 2), respectively:

Two illustrated images represent the referral method on search pages

صورة (رقم1)



صورة (رقم2)



The researcher - when he relies on and quotes information, ideas and facts from various documents, sources and references - should put a number at the end of the quote in the body of the page, then give in the margin all the information related to these documents, such as the name of the author, the title of the document, the city of publication and his country, Then the edition number, date, and page number on which the quoted information is located.
Making referrals on search pages after placing the line automatically is as follows:
When we mention the book for the first time, we mention the book and publishing information in full, as in this example:
1-Mezhoud Salim, Biological Linguistics, Dar Al-Bahith, Algiers, 2022 edition, p. 13

- When we mention the book for the second time, we do not mention the publishing information, and we only mention the title and name of the writer: the title of the book. Then the page number, as in the following example:

1-Mazhoud Salim, Biological Linguistics, p. 13

- When we mention the previously mentioned book, but we mention it twice on the same page if it is repeated immediately after it, we write: (ibid. p.:..), as in the following example:

1-Mezhoud Salim, Biological Linguistics, p.10

2-Ibid, P.13

- When we mention the previously mentioned book, but we mention it twice on the same page, and the page it is quoted from is the same as the previous page, we write Ibid. The page itself. As in the following example:
- If it was repeated immediately after it, and the page was the same, we wrote: Ibid. The same page, as in the following example:

1-Mezhoud Salim, Biological Linguistics, p.10

2-Ibid, Same p

-When the previously mentioned book is repeated, but another book is mentioned between them, we will write: (Surname and name of the writer: previous reference. p.:..), as in the following example:

1-Mezhoud Salim, Biological Linguistics, p.46

2-Mezhoud Khawla, functional grammar, P.27
3-Mezhoud Salim, OP. Cit, p.46

Notes on writing the reference in the margins:
A- Explanation of words, translation of signs, and identification of places:
Footnotes are used to explain some ambiguous linguistic terms or vocabulary, and they are also used to introduce some flags or geographical areas.
B- Do not write the Scientific, social and religious titles such as doctor, philosopher, historian, sheikh, scholar, etc., and we do not write the symbols of those titles, such as Dr. Salim.
C- Information about the name of the anonymous author:
If the author is unknown, we write in place of his name: (Anonymous), provided that scientific and religious titles and ranks are omitted.
D- Multiple authors and reference information:
We write the author's famous name, followed by: the regular name in parentheses, followed by: colons (:), and in the event of multiple authors, we mention the first of them, then we say: and others or and others (et al).