The Politics of University Curriculum to Prepare Students for Development Life
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Abstract:
 this study tried to identify the principles underlying educational policies, and the role of university education in preparing human beings to meet the challenges of the times, the researcher designed a questionnaire consisting of (64) paragraphs organized in seven areas, according to a quadruple ladder, subjected to certification and stability procedures, and applied to a sample of (700) students of the University of Mustansiriyah, the results were as follows: Propose a number of principles and foundations on which educational policies should be based. - The order of the jobs that the university must perform, depending on its importance from the point of view of the students. The effect of independent variables on the study sample answers on the paragraphs of the study tool. In the light of the results of the research, a number of recommendations and suggestions were made.
Key words : politics – university – curriculum – development life

Chapter One /

The importance of the Research:

represents the educational system, in which many of the personality traits of learners grow, and the value of any educational system is determined by its ability to achieve its objectives, as education is one of the most important components of the lives of peoples, as human thought, cultural and political awareness and social role are shaped. The criterion for success or failure in any educational system lies in the ability or failure of that system to achieve its objectives.

Given the vulnerability of societies in recent decades to many changes in various aspects of life, which have had a direct impact on the expected education of society and its institutions, it is essential that this be accompanied by a change in the objectives, contents and methods of education. Since the education system is part of the community system that educates the individual and prepares it for his contemporary and future life, the roles of community institutions overlap with each other, and their roles are integrated in order to give the individual knowledge, attitudes and values

to shape the personality and behavior of the human being. Building a modern society must be accompanied by human building to meet the challenges of the times.

The University is one of the main pillars of the progress and growth of society, as it is an academic scientific institution that works to develop human resources and provides all other institutions with all the disciplines and human resources necessary for the requirements of comprehensive development in society. Parsons emphasizes the university's key role in promoting behavior (Parsons), and Parsons asserts independence when it students as a manifestation of the rooting of cognitive rationality in society and the formation of different creations.

At the top of the hierarchy of the educational and educational system, the University should be entrusted with the development of human resources that respond to the principles of comprehensive social development, and it should be given a dangerous and important task: to formulate young people in thought, indeed, in conscience and belonging. The higher leaders of society in various scientific, economic, political, administrative and cultural fields are university graduates, so much as these universities can teach and educate people to use the scientific method of solving problems and decision-making, adapting to developments, and giving them the ability to move in their fields of specialization, as society progresses and develops, and on the contrary, society will remain in its place or retreat backwards.

According to Bowen and his colleagues, university education increases students' scientific competence, increases their ability to address and solve life problems, and helps develop their skills. Douglas says university education increases an individual's ability to rationalize spending, increase savings, invest, plan efficiently for family growth and adapt quickly to changes and developments. (Douglass, 1977 , p77) Abdul Sama'a (1995) adds that the cornerstone of university education is not teaching great truths, but teaching facts in a great way (abdul samaa , 1995 , 13-14). Klagan says many countries are dissatisfied with the achievements of students arising from the poor educational system, and are aware of the lack of harmony between educational outcomes and the needs of society. (Kellaghan, 1999 , p419) Carsten believes that educational development processes in many European countries even in the past few years, have been focused on management and the educational system and give little attention to the educational process itself. (Karsten, 1999 , p303) Jayox describes most

universities in developing countries as in need of reform and that they have a long way to go. (Jayox, 1996 ,p 113)

Godnaskra's study showed that university education is highly linked to universality, as education in general and university education in particular expand the individual's horizon and make him more willing and fit for work. (Good Nasekera, 1983, p44)

If we are to meet the challenges of the times, protect ourselves and our homelands, and secure a decent life for our citizens, we need to build research institutions capable of playing the vital roles required. University education should therefore not be seen as a recognized qualification, including the educated class, through the social mobility that results from education, but rather as a balanced preparation for productive life, under overlapping and diverse circumstances and relationships. Interests, opportunities and demands of life are not limited to a few subjects that a person chooses to study, but encompasses society in all its aspects. Educational policies should therefore be concerned with linking reality and scientific, social and economic changes facing society's development needs.

The importance of this study comes from the importance of the topic it addresses: the role of university education in human development, as university education faces enormous challenges that we can summarize as follows: - meeting the growing demand for university education due to the population explosion. Contribute to determining the objectives and trends of university education. Determining the courses of university education necessary for the state of society. Renewing and modernizing education to cope with the cognitive explosion. Adapting to future changes. This study is therefore a study to develop educational policies that ensure that university education is promoted to become an effective tool in the making of the future, and a bridge to 21st century civilization. Educational Policies Journal of Educational and Psychological Sciences

A quick look at the reality of our current educational institutions and their ability to achieve ambitions is far from the problems and educational issues that exist, and our curricula continue to focus on traditional methods and methods that rely on indoctrination and preservation. Given the rapid and successive changes in this century in various fields, particularly in the educational and technological fields, where these changes directly affect educational policies, it has become necessary to keep pace with the educational policies of the demands of the times, as well as the expected future requirements. Education should also be freed from traditional

educational methods and methods that focus on the amount and proficiency of information provided to the learner, but rather on the methods and methods adopted by the learner in obtaining information from multiple sources. Is our university qualified to keep up with these changes?

The outcomes of our educational systems are able to adapt to the rapid developments of the times? To establish this type of educational output, we need educational policies that prepare the individual for contemporary life in order to play the roles that society expects from him, and to form a human personality capable of development and adaptation, and to possess the scientific methodology of creative thinking and innovative production, which this study will try to address, and more precisely the study will answer the following questions: - What are the principles underlying educational policies? What are the basic functions offered by university education to develop the personality of the human being and develop his role in society from the point of view of students? Do the basic functions provided by university education vary for human development and role development according to gender variable, academic level and specialization?

The objective of the study:

This study aims to identify the principles on which educational policies should be based. It also aims to identify the role of university education in human building and prepare it to keep pace with the expected changes it is putting before decision makers and educational policy makers.

Study limitations:

This study is limited to analyzing educational policies and the role of university education in preparing people in the following areas: Faculty of Science, Faculty of Literature, Faculty of Basic Education, Faculty of Management and Economics, Faculty of Education, Faculty of Engineering, and Faculty of Medicine., political, technological and informatics. Other important issues related to human creation have been excluded, such as the role of the media, the role of society and the role of the house. The role of other stages of the education system, such as secondary education, basic education and primary education, has also been excluded. The study was also limited to a sample of students at Mustansiryah University. However, it was the time limits set for the completion of this study that forced the study to be limited to the above-mentioned areas.

Procedural definitions:

Educational policies: the principles, procedures and programmes taken by the University to implement its philosophy and educational objectives, in line

with the needs of comprehensive social development and adaptation to variables. University role: The functions and activities carried out by the university to achieve its objectives, consisting of the paragraphs in the study tool. Human development: Human education and upbringing to adapt to emerging social functions to adapt to the future needs of society, which is the contents of the paragraphs of the study tool used. Confronting the latest developments of the times: the ability of university education outcomes to read, understand, adapt to them, and interact positively with new data to overcome and development their problems.

Chapter Two /

Previous studies through a review of previous literature show that there are many studies related to educational policies and educational systems in the Arab world, but these studies mostly addressed the current state of educational policies, but few of them developed a future vision of educational policies That our education system should apply to prepare and prepare people for the developments of the times, which this study seeks to do, and we will provide some of these studies related to the current research. Badran (1993) called the current state of Arab educational policies structural contradiction scientifically, socially, culturally, educationally and economically, all facts refer to educational policies in the Arab world, still below the level that qualifies this country to contain modern science, absorb the concepts and establishment of institutions corresponding to its settlement and representation, and reproduce it to serve our goals and achieve our interests. (Badran ,1993,p175)

Educational institutions, as Al-Halbawi (1992) sees it, have made quantitative progress, but despite quantitative progress, these universities continue to offer education that falls short of active and correct participation in building an Arab man capable of confronting the modern world.(Al-Halbawi ,1992, p 83)

Thus, as Badran (1985) sees it, no attempt has been made to bring about the required development in philosophy and educational objectives, in a manner that suits the nature of Arab society and its thinking patterns, and the reality of the requirements for its development, so that the curriculum remained based on a purely theoretical basis, often unable to apply. (Badran ,1985,p270)

Therefore, the educational system in the Arab world remained, as Salman says (1995), a dependency system incapable of creative self-progress, based

on simulation and import of models, but distortedly, and resistant to change.(salman ,1995 ,p166)

Mohammed (1982) adds that universities and research centers complain about the phenomenon of scientific dependency, because most Arab educational systems have been quoted from the West, and that many Arab universities have been built according to the specifications of foreign consultants to be a replica of American and English universities without looking at the environment in which these universities operate.(Mohammed ,1982,p166)

In order to identify the role of Iraqi universities in achieving a democratic society, the researcher conducted a survey of a group of journalists, media, educators and university professors, and the results were as follows: 1. The policies of admission of students to Iraqi universities indicate that the adoption of student rates in the general examination of the high school certificate as the only criterion for admission, which is a violation of the principles of democracy based on equality and justice and equal educational opportunities among students regardless of their places of residence. 2. The practices and procedures adopted in Iraqi universities relating to the recruitment, recruitment and promotion of faculty members lack the criteria of justice, objectivity and inclusiveness, as well as the widespread phenomenon of nepotism, prejudice, discrimination, nepotism and personal relationships. 3. Infertility in programs and teaching methods in most universities is neither renewed nor developed.

Similar studies have been carried out in the Arab world, including the Study of Al-Qarni (1990), which aimed to reveal the relationship between higher education programs and the needs of Saudi development society to investigate, and evaluate the appropriateness of higher education programs in terms of need and aspirations for development, and it became clear that higher education programs in Saudi Arabia despite the great interest, are in dire need of meeting development desires, and this will only be through some changes in the structure of education, methods, methods of management, and methods of management. According to careful scientific planning that achieves positive behavioural patterns capable of achieving needs and aspirations, he suggested the need to create a higher council that coordinates between universities and employment agencies in the public and private sectors.(Qarni ,1990 ,p534)

the point out that universities in the Arab world in general are based on a system of perceptions and beliefs that prevent them from representing social

change, as they continue to prepare students without regard to the real development needs of knowledge and skills, which has led to the alienation of these students and the sterility of knowledge they acquire and is still failing in its role of creating inclusive awareness, belonging social personality, and active in public life.

The Doiger Study (1993) in its study on the integration of secondary and university curricula between theory and practice indicates that the objectives of Arab universities are a set of broad hopes and aspirations based on theoretical hypotheses derived from previous scientific research on the cultural, artistic and professional needs required for human beings and society and therefore do not reflect the real needs of members of society.(Doiger, 1993 , p135)

The problem of Arab universities in general and Iraqi universities in particular lies in their self-inflatedness', which threatens them with infertility and their generation of traditional knowledge that is not in line with the objectives of universities, especially in the field of community service and scientific research.

From the foregoing, the reality of the educational policies and systems applied in Arab universities can be summarized as follows: 1. Courses in most Arab universities have been put away from a real vision of the need of Arab society and foreign curricula have been copied. 2. Lack of cooperation relations between universities and lack of agreed vocabulary. 3. Most Arab universities adopt an educational system that establishes in the mind of the student the preservation of scientific material without enabling him to innovate and combine scientific knowledge with practical application. 4. Most university curricula through courses are still far from the demands of the times, the idea of allocating the course curriculum in a binding book for the teacher and the student, an idea that predicts a significant weakness in the level, it is assumed that the university student listens to the lecture, or to the panel discussion, then goes to the library and discusses the subject at hand and has a point of view adopted and defended objectively and logically. 5. University education fails to play its role of meeting the needs of society, absorbing the growing numbers of high school graduates and providing them with educational opportunities. They attribute this to inadequate educational policies and lack of financial resources.

Chapter Three
The researcher hopes that this study will make a qualitative shift in university educational systems, so that universities can respond to the challenges and requirements of the current century, and to be in line with the major responsibilities entrusted to universities, which are at the forefront: enriching knowledge and developing it, preparing specialized competencies to lead the overall development process, building human beings scientifically and culturally to meet the variables of the successive and rapid era, and promoting scientific research to exploit the available energies and resources to the fullest extent.

The Study community and its Sample
This study   is conducted on (700) students of the University of Mustansiriyah for the academic year 2021-2022, divided into (7) colleges: Faculty of Science, Faculty of Literature, Faculty of Basic Education, Faculty of Management and Economics, Faculty of Education, Faculty of Engineering, and Faculty of Medicine.

 Table 1 shows the distribution of members of the study community by college and gender.

Faculty	males	females	total
Faculty of Science	845	677	1522
Faculty of Literature	765	435	1200
Faculty of Basic Education	1100	923	2023
Faculty of Management and Economics	588	576	1164
Faculty of Education	704	798	1502
Faculty of Engineering	465	579	1044
Faculty of Medicine	457	354	811
Faculty of Law	689	354	1043
Faculty of Sports Education	756	498	1254
Faculty of Pharmacy	354	321	675
Faculty of Dentistry	400	376	776

A random sample of colleges was selected and was in total 7 colleges from 11 colleges and then 700 students were selected in the random way to be the research sample, with 25 students from each of the four years of study of the

colleges selected as sample, and schedule 2 shows the study members distributed to students of all university colleges.

Table 2 Study sample members from the college sample

faculty	1st class	2nd class	3rd class	4th class	total
Faculty of Science	25	25	25	25	100
Faculty of Literature	25	25	25	25	100
Faculty of Basic Education	25	25	25	25	100
Faculty of Management and Economics	25	25	25	25	100
Faculty of Education	25	25	25	25	100
Faculty of Engineering	25	25	25	25	100
Faculty of Medicine	25	25	25	25	100
total	100	100	100	100	700

Study procedures:

The study questions were answered through two frameworks: the first: my theory addressed the principles and orientations of educational policies, by looking at the theoretical literature written on this subject. Second: Field and included a measuring tool for the basic functions provided by university education to develop the personality of the human being. Applied to the research sample, the researcher used the descriptive curriculum supported by field statistics to answer the study questions, and the dimensions of the descriptive curriculum and field statistics can be determined by the following: - A survey of the reality of university education was conducted, and the problems and challenges it faces were identified. - I drew a questionnaire for the sample of students, which included the jobs expected from the university, and asked the students to indicate their point of view of these jobs, according to a step-by-step step.

Study tool:

The researcher designed a tool for the study, which included (64) paragraphs each indicating a function that the university should perform, and organized these functions in (7) areas, the first area: functions related to the creation of the cognitive dimension of the human being, and included (12) Job, second area: jobs related to the creation of the social dimension of the human being, including (9) jobs, and the third area: functions related to the creation of the religious and moral dimension of the human being, including (11) jobs, and the fourth area: Functions related to the creation of the psychological dimension of man, including (7) paragraphs, and the fifth area: functions

related to the creation of the economic and productive dimension, for human beings and included (8) jobs, and the sixth area: functions related to educational policies journal educational and psychological sciences to create the political dimension, for human beings and included (8) jobs, and the seventh area: functions related to the creation of the technological and informatics dimension of the human being, and included (9) jobs.

The Validity and Stability of the Tool

The validity and stability of the tool has been verified in its final form by a group of specialists and interested in educational and social studies, in terms of language integrity, clarity, comprehensiveness, and degree of affiliation of paragraph formulas for each field. After the regulation of the feedback, appropriate observations were introduced and the questionnaire became honest externally, and another validity was found by testing (20) students from outside the study sample and filled out the questionnaire as the first test and after the passage of (14) days the test was retested and applied the Pearson equation was the link factor (87,). The stability factor has also been calculated. (The total application of the Kronbach Alpha equation, where the total stability factor (91) was thus the stability coefficients according to the Crombach Alpha equations, and the Pearson correlation coefficient with reliable statistical significance that can be trusted for scientific research purposes.

The Results of the Study and its Discussion

The Results of the Study /

discussion have resulted in data and information that define the principles and trends on which educational policies should be based, as well as the determination of the number of jobs that the university must perform in order to build the human being and prepare him to face the developments and changes that are sweeping the world today, and the results will be presented in order according to the questions of the study:

First: Question 1: What principles should education policies focus on?

In the past, it was easy for any society to prepare its children for the future it wanted, and its expectations were often met, variables were limited and slow to influence, and lifestyles were almost constant monotonous. The rapid growth of the fields of knowledge, science, communications and information is imposed by a new view of educational policies, one in which roles are integrated among all institutions that influence human development and upbringing.

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Over the past two decades, higher education in Iraq has witnessed remarkable development and growth, confirmed by the increase in the number of university institutions, the number of students enrolled, faculty, administrative and technical staff, as well as an increase in spending on this important educational sector,

This growth has been offset by a range of issues and problems that can be summarized as follows: -

1. The significant and rapid increase in the number of students: the significant increase in the number of students wishing to enroll in Iraqi universities with their government and civil education, morning, evening and parallel, the prospects of significant expansion of social demand for university education, and the inability of universities to absorb the increasing numbers of students finishing secondary school is one of the first problems and challenges facing higher education.

2. The lack of harmony between the outcomes of higher education and the needs of development plans: - The policies adopted in the admission of students are not determined by the needs of national development plans of skilled labor, but by prevailing social values, which still prefer literary and humanitarian studies to professional and applied studies, and this is clearly highlighted in the imbalance between the quantitative growth of the numbers of students enrolled in universities, and the quality and quality of university education.

3. Significant expansion of the use and reliance on modern technology: - which requires expanding fundamental changes in institutional patterns and creating a kind of balance in enrolment between scientific and human branches.

4. Admission policies: - Where there are no specific criteria for admission of students except general appreciation and grades they receive in high school, without knowledge of the needs of the labor market, or development plans.

5. Structuring university education: - The structure of university and higher education should be reviewed to meet the challenges facing the Arab world at the beginning of the 21st century, the amazing progress in science and technology and the widening gap between developed and developing countries, and review the university's mission and success, or its failure to achieve its goals.

6. University management: - which can be activated through training courses for administrators and academics who hold leadership

positions to develop the management of their universities, raise their level of performance and keep pace with scientific and technical progress in order to do so.

Each society has its own philosophy governing its own career, and this philosophy is a set of foundations and principles (developed by society through its accumulated experiences, and educational philosophy as it describes it (al tal, 1983)

Due to the rapid changes of this era, and the spread of scientific and technical knowledge, education systems have been imposed on new tasks in the field of preparing qualified forces, in accordance with the evolving needs of society, and the University as an open social and administrative system should be characterized by interaction with the surrounding environment, influenced and influenced by it, the University derives its objectives, values, resources and information from the surrounding environment, and to the surrounding environment returns these goals, values and resources in the form of scientific achievements and research services, Or a qualified and trained workforce after special treatment of these inputs. There are two types of educational policy: - 1. A targeted educational policy: it entails the crises of the situation and gives it a certain point of view to resolve its contradictions. 2. Responsive policy: aims to mitigate the degree of severity in reality crises but to keep them away from a radical solution.

The message of university education is not limited to providing development demands alone, but extends to the demands of the wider community — which are more welcome than the demands of the development plan — but extends to the needs, desires and aspirations of individuals to increase the collection of knowledge, request culture and expand your knowledge.

After the presentation of the reality of university education and its problems and challenges, and aware of the stage that the world is experiencing and characterized by rapid change, and its reflection on all aspects of life, and the impact on human concepts, beliefs and interests, and its inclinations, values, and behavior patterns we present a number of principles and trends on which educational policies should be based to promote the Iraqi and Arab human beings, which is the basis for preparing for the future, which is hoped to face developments and deal with them positively to accommodate the useful and useful, The most important of these principles are presented below:

1. Facing the increase in the number of students of university school age:
   - About 32 million students are expected to be enrolled in university institutions in the Arab world in 2030 and these numbers need

educational institutions to accommodate these numbers, in how they are provided with the potential, buildings, libraries and laboratories.... Etc., with specifications that do not affect the level of educational attainment, and do not preponderance of quantum over how.

2. Admission policies: - It is known that there are no specific criteria for admission of students in most universities of the Arab countries except the general estimate they receive in high school, so admission should be based on field studies that determine the needs of the labor market and the requirements of development plans.

3. Facing the shortage of faculty: - A serious plan or strategy should be developed at the local and Arab level to prepare qualified scientific and professional teaching staff to fill the shortage.

4. Structuring university education: - The structure of university education must be reviewed to meet the challenges facing the Arab world in this century, and adapt to the amazing progress in informatics and technology. 5. Funding for university education: - Alternatives to funding should be provided in addition to current resources and some of these resources are included: - a small percentage of duties on imports, exports, corporate profits and others to be added to the revenues of university education institutions. Marketing the universities themselves by offering their services to the local market and providing consultations and services requested by the local market. Investing some university funds in productive projects - rationalizing spending in administrative and consumer aspects that are unjustified.

5. Scientific research: - It is necessary to monitor the necessary allocations for scientific research in order to raise our institutions, companies and factories and advance our nation, the developed countries allocate a percentage of their national income for scientific research, this is Germany, for example, allocates 2% of its national income for scientific research, France allocates .1.4% and should build an information base for the production of researchers that can be consulted in a timely manner and be available to all.

6. Development of university management: - By holding revitalization courses for administrators and academics who hold management positions to raise the level of their performance and keep pace with scientific progress and global developments.

7. Linking disciplines with actual needs: - by introducing new types of education instead of expanding the establishment of traditional universities.
8. Continuing education: Universities can provide it in cooperation with the public and private sectors to renew information in different disciplines and raise the level of workers in the public and private sectors.
9. Study the needs of the labor market and the requirements of development and the development of specialties that meet these needs.
10. Diversification in disciplines so that the university colleges are not duplicated, but meet local and new needs.
11. Confronting future changes: by introducing new disciplines that keep pace with scientific and technical progress and meet the needs of the new scientific revolution, and explore what Arab societies need.
12. Use of internet networks in university education, in order to provide opportunities for those who are able to deal with this technique to continue university education.
13. Connecting university education programs, the information network, and scientific development centers, in order to ensure quality education that meets market requirements and adapts to developments.
14. Rethinking the curriculum and teaching methods, to face the features of contemporary life that are characterized by speed in everything, intense competition in everything, the many problems and complexity, and increase the quantity and type of production, this needs creative minds creative to achieve precedence and control, and this can not be acquired by the student in traditional methods, but learns from the educational positions prepared by the professor to challenge the student's previous experience and mind, which leads him to research, think, meditate and experiment.
15. Developing scientific and technological capabilities in Arab universities to graduate technological scientists capable of transferring, developing and modifying technology to suit the needs of the Arab world.
16. Reduce the migration of competent and distinguished researchers and involve them in decision-making, provide them with research centers, and give them security, respect and appreciation.
17. Educational policies seek to establish the cultural and cultural identity of the nation, maintain it from alienation, and help it adapt to social

and cultural changes, to ensure social cohesion among the outcomes of education, and increase their awareness towards self-help programs and volunteerism to serve society.

Question 2: What jobs should educational universities do?

To answer this question, the researcher used mathematical averages, standard deviations and grades(as shown in table 3 Table No. 3) the results of student averages for the jobs performed by the university to prepare the human to face the variables and developments of the times and arrange them according to importance.

Paragraph number,	paragraph	description of the average	the standard	deviation of rank
33	**It helps me achieve myself**	39	83.3	1
30	**It is a tribute to the role of science in human life and society.**	29	89.3	2
31	**It helps me understand the role of scientists in educating people and developing society.**	28	88.3	3
15	**Increase opportunities for social communication with and interaction with the other.**	24	86.3	4
1	**Enables me to use knowledge to solve problems.**	22	72.3	5
35	**Develops the spirit of experimentation and patience in reaching the goals.**	21	86.3	6
2	**It gives me flexibility in understanding and speed in dismantling.**	20	78.3	7
34	**It helps me to adapt culturally to the latest developments and needs of the times.**	20	77.3	8
36	**It helps me appreciate the time and activate it from the production process.**	15	03.3	9
24	**It is further my commitment to the love and well-being of my parents and to obey them in the world.**	15	82.3	10

58	The spread of technology leads to the development of a learning class that differentiates between an elite that is able to learn and the majority who are deprived of this right.	14	92.3	11
13	University education helps to change social centers, roles and places of living.	13	95.3	12
3	Develops the positive thinking and deepens the understanding of participation.	13	86.3	13
17	Helps me adapt to social and cultural needs.	10	83.3	14
51	Elevation from the value of the individual because God honored him and created him in the best of strength.	08	93.3	15
23	It helps me realize the verses and sleeps of God in the universe.	07	93.3	16
27	It is more than my appreciation for work and sincerity in it	07	93. 3	17
4	Develops thought and thinking and develops the cognitive model in people.	06	90. 3	18
21	It helps me demand my civil rights and accept equality between individuals in society.	04	90. 3	19
57	Information technology plays a key role in improving university education services.	04	95. 3	20
62	The use of information technology contributes to the development of information and the results of scientific research.	04	97. 3	21
38	Helps the individual to be independent in the face of the problems of life.	03	91. 3	22
26	It is more than my faith in the system of moral value and commitment to it.	02	98.3	23
29	It is more than my ability to tolerate and transcend matters of self.	01	91. 3	24
59	Continuous learning is one of the basic features of continuous education.	2	94.3	25

48	To create loyalty to the homeland and belonging to the society in which it is 100 years old.	2	99.97	26
28	It helps me to renounce extremism and the tend to moderate the affairs and topics of life.	2	99.95	27
32	It is more than my ability to maintain the neighbor and to deal well with others.	2	98.99	28
61	It develops the skills of obtaining and communicating information and establishing new knowledge.	2	98.89	29
22	It is more than my awareness of the importantness of religion and its place in social building	2	98. 06	30
12	It is further my ability to produce intellectually and practically.	2	97.92	31
14	The cultural and cultural structure of society and the nation.	2	97.92	32
8	Expands the learning perspective in front of me and connects me to continuous learning.	2	96.95	33
56	University education enables me to learn by working to face the amazing technological change.	2	96.92	34
25	It helps me to be transparent in meeting God's orders and avoiding its intentions.	2	95.05	35
60	University education in the development of information technology for real-life education.	2	93.87	36
39	Helps the individual to realize his duties towards others in society.	2	93.94	37
52	Educating individuals to respect other opinions and accept intellectual pluralism in society.	2	92.99	38
52	Educating individuals to respect other opinions and accept intellectual pluralism in society.	2	92.99	38
16	My cultural id maintenance	2	91.95	40
53	It informs me not to give up the national masters.	2	90.98	41

42	Enables the learner to be able to see the fast economic developments and the intensization with them.	2	89.90	42
18	I am more conscious of self-help programs and volunteering to serve the community.	2	89.94	43
63	University education helps to erase computer literacy among university youth in order to enter the age of information and cultural communication with the world.	2	87.00	44
20	I am more aware of the dimensions of the social role in order to serve society	2	87.89	45
7	It is Increases my skills in scientific research and its curriculum.	2	86.91	46
64	Information technology provides practical means of connecting universities to the production and services sectors.	2	86.94	47
41	The individual is e.g. to learn and self-work.	2	86.95	48
37	It helps me realize that absolute truth is not present in the human sphere.	2	85.91	49
11	It further my ability to transform knowledge from one case to another.	2	85.88	50
50	Deepening the idea of integration in the Islamic system.	2	84.05	51
43	Helps the individual to make better use of medical resources to reform society.	2	84.91	52
54	The idea of equality is made between people of different races and races.	2	83.03	53
6	Develops creative abilities and furthers my abilities in the face of problems.	2	83.91	54
49	Deepening the practice of shura in society.	2	78.97	55
47	Provide the local market with the manpower and the erstanders that the market demands.	2	77.96	56

55	To sustain the competence, abilities and dedication of a person in the service of society and to hold public office.	2	75.97	57
44	The individual helps to adequately distribute economic resources on production and services.	2	72.90	58
5	Focuses on qualitative education and quantitative or formal education.	2	69.93	59
9	It increases My ability to deal with symbolic worlds is further to by the tangible worlds.	2	68.93	60
40	It enables me to have the external efficiency to adapt to the need of market employment.	2	61.97	61
46	Finding scientific solutions to the problems experienced by the economy	2	55.96	62
10	Helps me use intellectual storm to solve the vomiting.	2	52. 91	63
45	University education helps to achieve self-sufficiency from food security.	2	50.97	64

From table 3, it is clear that the top ten jobs as specified by the students were ranked as follows:

"The job that helps the student achieve himself", 30 "which increases the student's appreciation of the role of science in human life and society", 9 "helps to recognize the role of scientists in educating people and the development of society", 15 "increasing opportunities for social communication and interaction with others", 1 " enabling the student to use knowledge in solving problems", 35 "developing the spirit of experimentation and patience in reaching goals" and 2 "giving them flexibility in understanding and speed of thinking." In adapting educational policies the journal of educational and psychological cultural sciences with the developments and changes of the times. "36"Help estimate and activate time through production." 24" Commitment to the love, righteousness and obedience of parents in the world." Science becomes the human society's approach to change and renewal, with the aim of increasing production and achieving social well-being, and students realized that they need to represent the behaviors of scientists and the characteristics of scientific thinking to face problems in a proper way away from improvisation and the wisdom of the

priesthood, Despite this scientific and cognitive orientation and the adoption of modernity among students, they emphasized social and moral values related to the charity of the parents and their righteousness, which indicates that students continue to adhere to the authentic religious values of the family system, which supports the noble social values that we are keen to preserve and perpetuate.

The lowest 10 jobs in terms of importance were identified by students as follows: 49 "deepening the practice of consultation in society." His dedication to community service and public office, 44" helping the individual to distribute economic resources appropriately to production and services", 5 "focusing on quality education, not quantitative or formal" and 9" increases my ability to deal with Symbolic worlds alongside tangible worlds"40 "Enable me to have the external adequacy to adapt to the market's need for employment." 46 "Find scientific solutions to the problems of the "national economy", 10 "help use intellectual storm to solve issues" and 45 university education helps achieve self-sufficiency in food security. The lack of interest of students in these jobs, despite their importance, may be due to the absence of a university graduate from playing his real role and participation in political and social decision-making within society, his lack of awareness of his real role in the process of social construction, due to the lack of democracy in the social system and the absence of a culture of democratic organization among the political and social institutions representing the State. From the foregoing we can conclude that today's university message is By carrying out the following tasks: - enriching and developing knowledge. - Spreading science and preparing specialized cadres. - Creating a human being spiritually, morally and physically. Educating young people intellectually and politically. Directing scientific and applied research to solve the problems of society. - Opening the way for students to train field in the workplace and learn about the latest specialty they are studying.

Third: The third question: Do the basic functions provided by university education vary for the development of human beings and the development of their role according to the variable specialization, gender, age and academic level? To answer this question, the researcher used a single variation analysis to detect semantics (statistical between student point of view averages, It was found that there are statistically significant differences between the averages of students' view of the university's role in human preparation, which means that there is a difference in students' perceptions of the university's role

because of the difference in their academic disciplines in all fields at the level of 0.01

To find out the significance of the statistical differences in favor of any specialty, the researcher used the Newman Kolzel test for remote comparisons of student averages by specialty variable.

It has been shown that the differences were in favor of the Faculty of Basic Education versus Arts, for the benefit of students of management and economics versus engineering and for the benefit of students of education versus arts and sciences, which is clear that students of the Faculty of Basic Education, Management and Economics, Education, Medicine, as opposed to students of other colleges, this is an indication that they are more aware of the role of the university than the students of the rest of the colleges.

As for the students' view of the university's role according to the academic level variable, the researcher used the analysis of the discrepancy that revealed There are statistically significant differences between the averages of students' view of the university's role in human preparation, which means that there is a difference in students' perceptions of the university's role because of their different academic levels in all fields at the level of 0.01 .

Conclusions /

  This study, tried to reveal the principles that should underpin educational policies, and the role of university education in preparing human beings to face the developments and variables of the times, and through the above survey of the reality of university education in the Arab world, and a review of the challenges facing them - university education - shows that it should not be limited to the elite of talented, materially capable, but should be facilitated for most of those who wish to it regardless of their material abilities and mental abilities, because the goal of education The university is no longer providing qualified persons to manage the affairs and facilities of the State, but the goal should be to prepare the human being to face rapid changes Successively, and to achieve comprehensive development, by harnessing all material and human potential, and exploiting them to achieve this goal. As the findings of the study showed, students arranged (25) university jobs according to their importance, which are paragraphs 1 to No. 15 as in table 3, which Exceeded averages (3) and above. It was further found that the function of university education was no longer limited to meeting social needs and individual demands, but went beyond them to emotional and moral aspects, to give a person the ability to achieve himself and to lead a more prosperous and well-being life. With regard to the impact of independent

variables on dependent variables, it has been shown that there is an impact of specialization on students' perception of the role that the University should play towards human beings.

Recommendations:

In light of the results of the research, the researcher recommends the following: - Propose entries for university education policy and its functions combining renewal and realism. Establishing strong and open channels of communication between universities and community work sites, especially production centers. Increasing spending on universities, especially the allocations for scientific research and directing it to solve the problems of society.

Proposals /

- Not only to put theories and development ideas on the papers and within the seminar rooms and conferences, but also require everyone in the community, whatever their location, to participate with the education men and help them implement development plans and programs. Coordination between Arab universities, considering the Arab world as an integrated economic and social unit.

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سياسات المناهج الجامعية لإعداد الطلبة للحياة المتطورة
الأستاذ الدكتورة رغد زكي غياض
الجامعة المستنصرية

مستخلص البحث:

جربت هذه الدراسة التعرف على المبادئ التي تقوم عليها السياسات التربوية، ودور التعليم الجامعي في إعداد الإنسان لمواجهة تحديات العصر في الحياة المتطورة ، صممت الباحثة استبانة مكونة من (64) فقرة منظمة في سبعة مجالات، وطبقا لسلم رباعي، خضع لإجراءات الصدق والثبات ، وطبقت على عينة عشوائية من (700) طالب وطالبة من الجامعة المستنصرية ، وكانت النتائج على النحو التالي: اقتراح عدد من المبادئ والأسس التي يجب أن تقوم عليها السياسات التعليمية.ـ ترتيب الوظائف التي يجب على الجامعة القيام بها حسب أهميتها من وجهة نظر الطلاب. تأثير المتغيرات المستقلة على إجابات عينة الدراسة على فقرات أداة الدراسة. وفي ضوء نتائج البحث تم تقديم عدد من التوصيات والمقترحات.

الكلمات المفتاحية : السياسة ــ الجامعة ــ المنهج ــ الحياة المتطورة