THE ROLE OF UNIVERSITY EDUCATION IN FACING CULTURAL PENETRATION IN THE HASHEMITE KINGDOM OF JORDAN

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ABSTRACT: *The study aimed to identify the role of the College of Education at Yarmouk University in facing the negative challenges of cultural penetration in the Hashemite Kingdom of Jordan from the point of view of its students. The study sample reached (286) male and female students, and the study reached a number of results, the most important of which was that the dimension related to the curriculum obtained the highest average of (3.65), and some faculty members got the second rank with an average of (3.54), followed immediately after Educational activities got an average of (3.53), and the three dimensions got a large impact score.*

KEYWORDS: college of education, facing cultural globalization, Yarmouk University

INTRODUCTION

The issue of cultural penetration, called cultural globalization, is one of its important topics, which researchers have begun to pay attention to since the middle of the last century, given the relatively recent concept of globalization, as well as the deep challenges that this phenomenon, in its various manifestations, leaves on cultural identity, which is what made a group of societies in different parts of the world respond. With globalization in different ways, as some saw it as a negative and influencing factor on identity by dissolving the cultural and religious features of these societies and modeling them according to a purely Western system, and therefore the cultural dimension of globalization is one of its most dangerous dimensions, it means spreading the values, principles and standards of one culture and replacing it with other cultures, This means the disappearance of national values and cultures and the replacement of the cultural values of the more advanced countries, especially America and Europe, which may negatively affect the cultural identity of Arab Muslim youth.

When culture is attached to globalization, its identity becomes ambiguous, because culture consists of a group of elements that are related to ways of thinking, feeling and action, and in which societies are distinguished and differ from each other, but rather feel pride and differentiation of identity and belonging. And because globalization as a dynamic and path that leads ultimately to the transcendence of privacy and the generalization of Western values and culture through the increasing pumping and unlimited flow of its contents and tools in the whole world, it is necessary for a specific cultural model to be associated with it (Al-Rawashda, 2017)

Hence, most of the writings and researches attributed many of the problems that today's youth suffer from the disturbance of their value system. Mujahid's study (2015) indicated that globalization in its cultural dimension seeks to dominate American culture and obliterate the cultural identity of weak peoples and remove their components. On weakening national belonging, increasing internal disintegration, and increasing consumer culture, as the results of Al-Sharqawi's study (2016) indicate the danger of the Arabic language retreat in the face of the most widely circulated languages at the global level, especially the English language, as well as a feeling of alienation because of importing strange models of developing societies.

From here, the justifications for the current study lie in identifying the role of the College of Education at Yarmouk University in facing the negative challenges of cultural penetration in the Hashemite Kingdom of Jordan from the viewpoint of its students, through its components such as religion, language and some aspects of cultural values.

The study problem and its questions:

There is no doubt that the basic components of cultural identity, represented in Islam, the Arabic language and cultural values, are exposed to the dangers of cultural penetration, represented by globalization. It has become evident that globalization depends on the English language, just as the image of Arabs and Muslims in the western media that dominates the international arena does not reflect reality. In addition to that, the Western media deals with the Arabs by virtue of relations of colonialism and dependence. That is why scholars argue that preserving cultural and civilizational identity has become a major challenge for us in the era of open spaces that are crowded with satellites that carry hundreds of television channels from all over the world, with their various effects that shape both the intellect and sentiment of young people. Sense of danger requires research. About identity and belonging so that we are not exposed to conflict (El-Gohary, 2002).

In light of the above, the main study question can be elaborated as:

What is the role of the College of Education at Yarmouk University in facing the negative challenges of cultural globalization from the students' point of view?

This question is divided into the following sub-questions:

1- What is the role of curricula in facing the negative challenges of cultural globalization from the viewpoint of students in the College of Education at Yarmouk University?

2- What is the role of faculty members in facing the negative challenges of cultural globalization from the viewpoint of students in the College of Education at Yarmouk University?

3- What is the role of extracurricular educational activities in facing the negative challenges of cultural globalization from the viewpoint of students in the College of Education at Yarmouk University?

The importance of studying:

The importance of the study is crystallized in the following:

● This study provides a theoretical and practical background for those in charge of drawing educational and media policies at Yarmouk University, especially when they define the goals of education that would enable Jordanian youth to face the negative effects of cultural globalization, and what is broadcast on satellite TV and other means of communication in terms of series and programs that promote values and ideas that are inconsistent With the values of the ideas of the Kingdom's society.

● This study contributes to uncovering the most important challenges facing the effects of cultural globalization on the thinking of male and female students, which helps the university administration to identify deficiencies in programs and activities dedicated to facing the dangers of the Western cultural tide that targets the identity of students and their citizens.

● Finally, the importance of this study is evident in that it deals with an important topic related to the university building of Jordanian youth, in order to prepare it to contribute to preserving the system of Islamic social, ethical and cultural values as a gateway to consolidating stability and the culture of social peace in his homeland.

Objectives of the study:

This study aims to answer the main question of the study and its branching questions, and therefore it is concerned with knowing the role of the Faculty of Education at Yarmouk University in facing the negative challenges of cultural globalization.

Limitations of the study:

- The generalization of the results of the current study outside its statistical community is determined by the extent of the similarity of the external community to the study community.

The College of Education students 'views are determined in the role of the College of Education at Yarmouk University in facing the negative challenges of cultural globalization.

This study is limited to male and female students of the College of Education at Yarmouk University in the academic year (2020/2021), the first semester of it.

Theoretical framework:

Cultural penetration and cultural globalization:

The concept of cultural penetration and globalization refers to the emergence of culture as a global commodity marketed like any other commercial commodity, and then the emergence of awareness, perception, concepts, convictions, symbols and cultural media of a global nature. It is an attempt to place the peoples of the world in unified intellectual molds in order to separate them from their

culture and cultural heritage. Globalization is a system that jumps over the state, the nation, and the homeland, a system that wants barriers and borders, it is a system that works to empty the nation's collective identity of any content, and pushes to fragmentation and dispersion to connect people with a world that does not belong to a nation or Homeland or country (Schuman, 2018)

There are those who believe that cultural penetration represented by cultural globalization is nothing but the unification of values about women and the family and about desire, need and consumption patterns in taste, food and clothing, it is the standardization of the way of thinking and looking at the self, the wage, the values and everything that is expressed in behavior, and this culture calls for globalization Hello, unite them. (Canaan, 2017)

American academic Noam Chomsky referred to the issue of cultural penetration and cultural globalization by saying: "Cultural globalization and cultural penetration are nothing but a qualitative leap in the history of the media that reinforces the control of the American center over the periphery, that is, over the whole world (Laren, 2015).

On the other hand, opinions differed about cultural breakthroughs, there are those who reject and there are those who accept the possibility of globalizing culture. Some say that culture does not globalize and that any globalization is in fact the hegemony of a certain culture over other cultures, and this hegemony is based on a force outside the field of culture, whether Whether it is derived from the field of technology, economics, or politics, others say the impossibility of a globalized culture, despite the spread of globalization in other areas, it will not extend to the field of culture, and others expect a new type of relationship between globalization and culture that is not based on the dominance of one culture only or diversity Just cultural (Rawashda, 2017).

The truth is, despite all these opposition to the American globalization of societies, attempts to cultural globalization of the American style in Arab societies are underway, whether by the Americans themselves or by the Arabs who are working to pour this culture and mix it with the Arab culture, and I see that they have not yet realized the distinction of each culture from the other and the difficulty This cultural globalization despite the seemingly outward acceptance of it, albeit on the surface, and by that I mean negative cultural globalization (Mujahid, 2015).

Negative challenges of cultural globalization:

One of the negative aspects of cultural globalization is the transformation of culture itself and its institutions into a commodity, and in the face of spreading the culture of globalization that is destined to exclude other cultures, through its financial strength and its ability to produce and distribute, not through its cultural value or cultural competition (Al-Sayed, 2016). We Muslims are not called among nations if we work to avoid the negative aspects of cultural globalization, especially since it has a harmful effect on our identity and our cultural privacy. The major countries are working to protect and preserve their cultural identity from the stream of foreign terms and

concepts coming from abroad (Zafzof, 2018) and one of the most important negative aspects of globalization in the cultural aspect can be mentioned:

1. The culture of penetration represented by globalization: which aims to penetrate the local cultural structure and exacerbate the dangers of cultural conquest and colonization, leading to the erasure of the cultural identity of the Muslim nation, and the removal of the personal privacy of Muslim peoples, which is represented in: religion, language, history, customs, traditions and morals, including It involves promoting certain values of a certain civilization in the Western civilization (Rawashda, 2017)

The most dangerous thing about globalization is that it spreads ideas and behaviors that would destroy loyalty to traditional and religious values, loyalty to the homeland and the nation, and replace new ideas and loyalties (Amin, 2013). Al-Sharabi indicated that globalization in its cultural form aims to eliminate religious boundaries, customs and traditions, so that the minds receiving the cultural material are more open and receptive to what comes from outside, without thinking or reviewing after all the gates of observation and criticism have been destroyed and the new world order is based in its project. The globalization of everything penetrates national cultures and self-constants, and works to obliterate the features of the self and the origin, and the Sharia proposes embellished, hybrid alternatives. So that it attracts attention and from their hearts and minds (Al-Sharabi, 2019). This is what makes it imperative for the College of Education to exercise its role by strengthening the curricula with knowledge that enables students to properly understand Islam and confront manifestations of cultural alienation and obliteration of the cultural specificity of peoples.

2. Normalization with hegemony and the dedication of the civilized subjugation of America: With normalization, domination and surrender to the process of cultural subjugation comes the loss of a sense of belonging to a country, nation, or state, and thus the emptying of the cultural identity of all the content or rhythm of individuals in developing countries between two contradictory cultures, that is, between his social system and what comes next. From a culture through satellite channels and the international network of information from an advanced material culture, and as a result of this, mental, cognitive and behavioral distortions occur among individuals receiving the new incoming culture, which leads to making the individual's thinking a material cultural thinking, and making his social behavior emanate from tradition and without awareness or insight (Al-Jabri, 2016). Here, too, the Faculty of Education at Taibah University must increase its educational activities (lectures, seminars) in order to enhance the culture of Islamic civilization in the minds and hearts of students. So that they do not deviate in the direction of the distortions that globalization tends to afflict in our culture and civilized values.

3. Underestimating the value of different cultures: and imposing the hegemony of one culture, namely the culture of the forces that own the centers that direct the mechanisms of globalization, which is the American culture now. It is also noticeable that globalization carries with it a project

for the Americanization of the world, because American psychological, behavioral and ideological values dominate this cultural globalization (Jidori, 2013).

4. Spreading Western taste in consumption and practicing social behavior with others, spreading secular Western culture, and imposing running, often unconsciously, behind crude social fashions. Thus, foreign cultures pose a threat to Arab and Islamic identity. Especially in light of the weakness of internal fortifications and unconscious openness to the Western world, especially the media side, that it aims to finally eliminate the cultural heritage and the civilizational component of the Arab and Islamic nation after nothing remains in the face of Western tyranny except Islam, and the moral controls and rules it bears (Al-Sayed, 2016).

5. The disappearance of the noble values so that profit becomes the basic value and when the motive is always profit, as globalization promotes, then the value of material satisfaction will determine the behavior, and the world will become a forest in which a person runs in search of what satisfies his material needs, and the abolition of creativity, and it is known that creativity was Always a condition of human development, and the most important condition of which is the existence of motivation, which is linking it to faith, as the goal of creativity, deepening faith and achieving slavery is pure to God Almighty in the individual and collective life of man and the architecture of the earth according to the approach of God Almighty.

6. Spreading the so-called sex literature and a culture of violence that would raise entire generations that believe in violence as a way of life and as a normal and natural phenomenon (Madkour, 2017). And the consequent spread of crime, immorality and violence in Islamic societies, and the killing of young people's time by wasting them in trivial matters, and in a way that severely damages their religion, morals, behavior, and life movement. Modern communication networks, satellite channels, and programs of advertisements and propaganda for Western goods contribute to this aspect and are accompanied by culture. Western nationality that violates modesty, chivalry and human dignity, and recent studies have proven the danger of satellite channels, with their explicit sexual films and series, on the educational system, cultural life, social relations, and economic lifestyle in the Islamic world (Amin, 2013).

Study procedures:

To answer the study questions, the researcher carried out a number of procedures, which were to define the curriculum, describe the study population and its performance, the indications of validity and reliability achieved, and the method by which the scientific material for the study was collected, in addition to clarifying the statistical methods used in analyzing the study information, and how it was done. Analyze that information, and the following is an explanation:

STUDY METHODOLOGY

The researcher used in this study the descriptive and analytical approach, where he monitored three dimensions related to the role of the College of Education at Yarmouk University towards facing the negative challenges of cultural globalization, represented in the role of the curriculum,

the role of the faculty members, in addition to the role of non-class educational activities in facing these Challenges from the students' point of view, and collecting data on those dimensions, then analyzing them with the aim of reaching results that help explain the phenomenon and answer the study questions, through a questionnaire that dealt with the three dimensions, noting that the researcher's test of the three axes came to be the most effective in investigating The role of the College of Education in facing the risks and negatives of globalization.

Study population and sample: The study population consists of all fourth-level students in the College of Education at Yarmouk University, whose number is (568) male and female students, for the academic year (2020/2021 AD). The researcher was selected at the aforementioned level to compare their responses to the paragraphs of the questionnaire. This enables the researcher to know the role that the College of Education has played on students who study for four years in it. In a next step, the researcher selected a stratified random sample of (286) male and female students. The size of the sample to be drawn from the original community was determined based on the law of the minimum test of samples.

Study tool: To achieve the objectives of the study, the researcher prepared a questionnaire that included three dimensions in order to identify the role of the Faculty of Education at Yarmouk University in facing cultural penetration from the students' point of view, and this was demonstrated by studying the roles related to curricula, faculty members and educational activities.

On the other hand, the researcher conducted the procedures of honesty and reliability on the study tool to ensure its validity for application. In addition, the extent of the affiliation of the phrase to the dimension. The importance of the statement, and the appropriateness of the response scale. A percentage (80%) has been determined as a minimum agreement between the arbitrators as a criterion for judging the validity of the phrase, and after gathering the opinions of the arbitrators, it became clear that most of the arbitrators agreed on the validity of the statements and their belonging to the fields of study.

The researcher also carried out procedures for the internal consistency of the questionnaire by distributing it to an exploratory sample consisting of (65) students. Correlation coefficients were calculated between the total score of each dimension and the total degree of the questionnaire and the following table showing the procedures for calculating the validity of internal consistency.

Table (1) Pearson correlation coefficients for scores for each dimension of the questionnaire

No	Dimension name	Pearson correlation
1	The role of the study curriculum	0.843**
2	The role of faculty members	0.812**
3	The role of educational activities	0.806**
** Correlation coefficient is statistically significant at a level of significance (0.01) tow tailed		

It can be seen from Table (1) that the correlation coefficients for each dimension of the study with its total degree ranged between (0.806-0.834) degree, which are high correlation coefficients, and it is also statistically significant at the level of significance (0.01) and this indicates that all of these dimensions have validity. Internal consistency.

To verify the reliability of the questionnaire, the researcher applied the Alpha Cronbach method, which is a method that requires calculating the correlation of the expressions with each other. The following table shows the reliability parameters of the resolution and each axis of it using the Alpha Cronbach equation.

Table (2) Cronbach alpha coefficients for the reliability of the questionnaire

Dimension	No of item	Alpha Cronbach
The role of the study curriculum	5	0.747
The role of faculty members	6	0.716
The role of educational activities	5	0.709
total	16	0.862

Table (2) shows that the Alpha Cronbach coefficients for the three dimensions of the resolution ranged between (0.709-0.747), which are high stability coefficients, as it is clear from the table that the general stability coefficient of the resolution reached (0.862), which is a high stability coefficient that can be relied upon in the field application of the study. .

It should be noted that the study relied on the correction keys that appear in Table (3) to judge the arithmetic averages:

Table No. (3) The comparison standard for the study

Degree verification				
very large	large	average	weak	Very weak
5 - 4.21	4.2 - 3.41	3.4 - 2.61	2.6 - 1.81	1.8- 1

Results of the first question: What is the role of curricula in facing the negative challenges of cultural globalization from the viewpoint of students in the College of Education at Yarmouk University?

To answer this question, the arithmetic averages and standard deviations of the responses of the sample members were calculated for each statement of the curriculum dimension in descending order, and the following table shows that:

Table (4) means, standard deviations, and ranks of the responses of the sample members to the statements after the curriculum

no	item	mean	std	rank	Degree
4	The curriculum seeks to highlight the philosophy of the social system, with the values it carries stemming from Islam	3.87	0.852	1	large
7	The school curriculum emphasizes the value of belonging and good citizenship	3.74	1.053	2	large
10	The school curricula warn against the methods of cultural penetration that direct the human gaze according to materialistic and secular visions	3.67	1.091	3	large
1	School curricula emphasize the importance of the Arabic language	3.58	1.124	4	large
13	The curriculum highlights the attempts of cultural globalization that are working to alienate Third World societies	3.39	0.862	5	average
total		3.65	0.149	large	

It is evident from Table (4) that all the expressions of the dimension related to the school curriculum came with a large arithmetic average degree, and a large role as well, with the exception of the phrase (13) in facing the negative challenges of cultural globalization, where the phrase (4), which confirms in its content, the curriculum seeks to highlight The philosophy of the social system, with its values emanating from Islam, on an arithmetic mean of (3.87) degrees, and its

standard deviation (0.852). This may be because the Jordanian society is primarily a Muslim society, and its educational system is directed by an Islamic vision derived from the sources of Islamic legislation. Its introduction is the Noble Qur'an and the Sunnah of the Prophet, and therefore the curriculum must be loaded with a system of Islamic values.

Phrase No. (7) Came in second place, which showed the emphasis of school curricula on the value of belonging and good citizenship, as it came with a large degree of influence as well, with an arithmetic average of ability (3.74) and a standard deviation (1.051). This may be attributed to what was stated in the education policy document in the Kingdom, which stresses the education of the believer citizen to be a good building block in building his security and to feel his responsibility to serve and defend his country. Phrase No. (10), which was written, warns school curricula against methods of cultural penetration that direct the human gaze according to material visions and non-religious perceptions with a large degree of influence and with an arithmetic average of (4.01) and a standard deviation (1.091). This is due to the emphasis on education policy in the Hashemite Kingdom of Jordan on the Cultural specificity, and the need to promote Islamic culture, and take all measures that would protect the system of religious values.

As the statement No. (1) Came, the school curricula emphasize the importance of the Arabic language, with a large degree of influence, with an arithmetic average of (3.97) and a standard deviation (1.124). The researcher attributes this result to the fact that Arabic is the official language of education in the Kingdom, and because it is a carrier of the culture of society, as well About being the language in which the Noble Qur'an was revealed, and finally came the phrase No. (13) That focuses on highlighting the curricula of the attempts of cultural globalization that work to Westernize Third World societies in the last place, with its arithmetic mean (3.91) and its standard deviation (0.862). The researcher made this conclusion that at the level of school curricula, warnings must be made about the attempts to Westernize Arab and Muslim societies in general, and the Jordanian society in particular, with regard to attempts to penetrate the cultural specificity represented by religion, customs, traditions, language, manner of dress and food.

Results of the second question: What is the role of faculty members in facing the negative challenges of cultural globalization from the viewpoint of students in the College of Education at Yarmouk University?

To answer this question, the arithmetic averages and standard deviations of the responses (members of the sample) were calculated for each statement of the dimension of the role of the faculty members in descending order, and the following table illustrates that

Table (5) means, standard deviations, and ranks of the responses of the sample members to phrases after the role of the faculty members

no	item	mean	std	rank	Degree
11	Faculty members focus on teaching students ways to face the cultural challenges of globalization	3.67	1.029	1	large
5	Faculty members direct students to respect the Islamic cultural heritage	3.61	1.061	2	large
14	Faculty members alert students to the risks involved in cultural globalization of obliterating the Islamic identity	3.59	1.087	3	large
2	Faculty members develop cultural awareness among students	3.54	1.007	4	large
8	The faculty members direct students towards deepening the spiritual dimension of faith in them	3.40	0.908	5	average
16	Faculty members demonstrate to students the nature of the relationship between the dominance of information and communication technology and the cultural hegemony of weak states	3.38	1.025	6	average
	total	**3.53**	0.118	large	

It is evident from Table (5) that all the expressions of the dimension related to the faculty members came with a large arithmetic average, with the exception of the two expressions (8) and (16), in the face of the negative challenges of cultural globalization, where the phrase No. (11) which confirms in its content the focus of members The teaching staff has to teach students methods of facing the cultural challenges of globalization on an arithmetic average of (3.67) degrees, and its standard deviation (1.029), and this may be due to the awareness of faculty members of the dangers of cultural globalization and what it transmits through its various mechanisms to destabilize the system of societal values of the Jordanian society.

Then came the phrase (5), which was stated: The faculty member's direct students to respect the Islamic cultural heritage, as it came with a large degree of influence as well, with an average of (3.61) and a standard deviation (1.024). This may be attributed to the value of religion and the historical, social and scientific heritage of Islamic civilization and the necessity to return to this religion and history, and to employ what is motivated by heritage in our contemporary reality. Phrase No. (14) Came through which faculty members alert students to what is involved It has cultural globalization from the dangers of obliterating the Islamic identity, with a significant degree of influence, with an average of (3.59) and a standard deviation (1.087). The explanation for this is that the foreign cultures pose a threat to the Arab and Islamic identity, especially in light

of the weakness of internal fortifications and the unconscious openness of the Arab world, especially the aspect Informational.

While the phrase (2) that was stated: The faculty members 'affirmation of developing cultural awareness among students with a large degree of influence, with an arithmetic average of (3.54) and a standard deviation (1.007), the researcher attributes this result to the need to raise the awareness of the young man after spreading the so-called sex literature and culture Violence that would bring up whole generations that believe in violence as a way of life and as a normal and natural phenomenon, and the consequent spread of vice, crime and violence in Islamic societies, and the killing of young people's time by wasting them in the trivial things, and in a way that will cause them severe harm to their religion, morals, behavior and movement in life, as it came Phrase No. (8) that was read by: The faculty members direct students to deepen the spiritual dimension of faith in their souls with a moderate degree of influence and an arithmetic mean of (3.40) and a standard deviation (0.908), and this is due to the weakness of numbers for the spiritual aspect of man, despite its importance in fortifying The individual from slipping towards vice, crime and violence. Finally came the phrase no. (16), which was read: Faculty members show students the nature of the relationship between the hegemony of information and communication technology and the cultural hegemony over weak countries in the last place in the dimension of the role of faculty members, with its arithmetic mean (3.38) and its standard deviation (1.025) This result is due to the lack of awareness of some of the dangers of modern technology and social media, which broadcast many ideas hostile to Arab-Islamic culture, with the intention of globalizing the culture and making it a material culture

Results of the third question: What is the role of extracurricular educational activities in facing the negative challenges of cultural globalization from the viewpoint of students in the College of Education at Yarmouk University?

To answer this question, the arithmetic averages and standard deviations of the responses of (members of the sample) were calculated for each statement of the dimension of the role of faculty members in descending order, and the following table illustrates this.

Table (6) means, standard deviations, and ranks of the sample members' responses to expressions after the educational activities

no	item	mean	std	rank	Degree
15	The activities encourage students to adhere to the Creator, the Almighty, and to the faith and its pillars	3.61	1.064	1	large
3	The activities seek to warn students of the ethical implications of being open to means of communication that promote crime, sexuality, and the disruption of values.	3.59	1.021	2	large
12	The activities work on rooting the Islamic identity in the hearts of students	3.56	1.072	3	large
9	The activities encourage students to learn because of its great impact on cultural and social life and its cohesion	3.51	1.181	4	large
6	Through the activities, students are directed to the most important cultural challenges facing society, including pornography and moral decay	3.39	1.027	5	average
total		**3.53**	0.142	large	

It is evident from Table (6) that all the expressions of the dimension related to the dimension of educational activities came with a large arithmetic average score, and a large role as well, with the exception of phrase (6) in facing the negative challenges of cultural globalization, where the phrase (15) which reads: Activities work to encourage students On their adherence to the Creator, may He be glorified and exalted, and to the creed and its pillars on an arithmetic mean of (3.61) degrees, and his standard deviation (1.064), and the explanation of this is that the Jordanian society in general is a Muslim society with absolute belief in the oneness of God Almighty and the Islamic belief and its pillars as stated in the Book of God Almighty and the Sunnah of His Messenger Muhammad, peace and blessings be upon him, therefore, it is only natural that educational activities should be devoted to a large area for this matter.

The phrase (3), which reads: Activities seek to warn students of the ethical implications of being open to means of communication that promote crime, sexuality, and the disruption of values came in second place, with a significant degree of impact as well, with an average of (3.59) and a standard deviation (1.021). This may be attributed to what modern communication networks, satellite channels, advertisements programs and propaganda broadcast Western commodities, which are accompanied by Western sexual culture that infringes modesty, chivalry and human dignity, and recent studies have proven the danger of satellite channels with their explicit sexual films and series on the educational system, cultural life and social relations And the economic lifestyle in the Islamic world.

As for the phrase (12) that reads: Activities work to root the Islamic identity in the hearts of students with a great degree of influence, with an arithmetic average of (3.56) and a standard deviation (1.072) due to the prevalence of consumer culture because globalization glorifies the culture of consumption, which was used as a powerful tool in Releasing consumer appetites, thus distorting the traditions and norms prevailing in the Islamic world, in addition to the fact that cultural consumer products perpetuate the concept of alienation from oneself, religion and belief, traditions and customs.

The phrase (9) that reads: Activities encourage students to learn because of its great impact on cultural and social life and its cohesion, with a moderate degree of influence and an arithmetic mean of (3.51) and a standard deviation (1.181). The researcher attributes this result to that there is insufficient guidance and awareness of the importance of Learning is a national potential that can immunize society from many dangers of cultural globalization. It is natural to say that an educated society is more capable of facing problems than an ignorant society. Finally, the phrase (6) came, which read: Through activities, students are directed to the most important cultural challenges facing society, including pornography and moral decay, in last place in the dimension of non-class educational activities, where the arithmetic mean (3.39) and its standard deviation (1.027).

Study recommendations:

Through what has been presented about cultural penetrations and their reflections on cultural identity and the role of the Faculty of Education at Yarmouk University in facing its negative challenges, some recommendations can be drawn up to mitigate the effects of cultural penetrations and confront them, as the research ended with the following recommendations:

● Enhancing the doctrinal structure while paying attention to the Arab Islamic heritage to re-read it, adapt it, and then employ it in a way that makes us benefit from it in light of the cultural globalization taking place, by making it a point of strength that we protect the cultural identity, and as one of its elements and not weaknesses.

● Confronting globalization with education, training, education, immunization, raising efficiency, increasing production, and trying to make and reduce the high rates of illiteracy among Muslims.

● Special attention to programs, series, and films prepared by those in charge of television channels, because of their impact on cultural identity, and work to limit the broadcasting of cartoon programs and films imported from other cultures and to refine them to suit our Arab-Islamic culture.

● Paying attention to the Arabic language and its teaching methods and the youth as it protects the spirit of society and its cultural identity, as it is a cultural vessel and an Islamic identity with the development and consolidation of educational curricula and university study plans.

● preparing educational and media programs that serve to strengthen the association of young people in Jordanian society with the elements and dimensions of their cultural identity.

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