

The Goodness and Wickedness and Their Implementation in Children's Act Transcripts.

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- **Abstract:** Since the beginning of creation, human has been subjected to Goodness and Wickedness, which has brought him into a group of struggles within his surroundings, in order to survive, adapt and control the other or nature and its assets, as man is born with his instinct that begins to be affected by the nature of his surroundings that nourishes and provokes matters of Goodness and Wickedness trying to feel them in the person's soul. Where the emergence of the values of Goodness and Wickedness in the world goes back to the first stages of human consciousness, when the information accumulated instinctively in the first man through (experience and righteousness) began to transform into perceptive knowledge. As the human nature is innate and ignorant of Goodness and Wickedness in life, but he acquires them from the environment, the more the environment is characterized by the values of goodness, the entity acquires its values, and the more the values of Wickedness prevail in the environment, its values are rooted in the self, and in spite of that, the final choice is due to the being itself and the extent of its tendency towards Goodness and Wickedness, if its acquired nature is accustomed to acquiring from the source of the values of goodness, then it becomes good, and if it acquired from the source of the values of Wickedness, it becomes accustomed to conducting Wickedness in the course of life, and its acquisition is due to the extent of the elevation of the mental system of being. Through the foregoing, the researcher finds herself faced with a problem or question, which is: (What are Goodness and Wickedness Implementations in Children's Act Transcripts?). The research contained four chapters, which included the first chapter, (the methodological framework) represented by the research problem, its importance, the goal of the research, the limits of the research, and the chapter concluded by specifying the terms. In the second chapter (theoretical framework), where it was divided into three topics as follows: The first topic: the concept of Goodness and Wickedness philosophically, the second research: the child's act, and the third topic: the philosophy of Goodness and bad in the child's act, and the third chapter included research and analysis. As for the fourth chapter, it contained the findings and conclusions, then put forward a number of recommendations, proposals, and finally a list of references.
- **Keywords:** Goodness, Wickedness, philosophically, Childrens Act

