

METHODS OF LANGUAGE TEACHING IN ARABIC

Kadyrova Madinabonu

Teacher of the Department "Arabic Language and
Literature Al-Azhar" International Islamic Academy of Uzbekistan

ANNOTATION

This article describes the different methods of teaching Arabic to Arabs, the criteria for choosing a method, the use of different techniques in teaching Arabic due to the development of information and communication technologies.

Keywords: foreign language, method, criteria, computer, skill, education, multimedia, pronunciation, intonation, writing, grammar, conversation, competence, competence.

INTRODUCTION

A language teaching method is a comprehensive plan that a teacher uses to achieve language learning goals. The method includes the methods and procedures to be followed by the teacher, as well as what to use on the teaching material and specific tools. There are many ways to learn a foreign language and none of them can be considered the best for all students in different environments and conditions. Each method has its differences and shortcomings, and the teacher must become familiar with these methods and choose how they fit into the learning situations they face.

The most important methods used in teaching Arabic to non-Arabic speakers in Arabic are: (1) Grammar and translation method. One of the oldest methods of teaching foreign languages, as its name suggests, its primary purpose is to teach the rules of the Arabic language and to encourage the student to memorize and memorize. The learning process depends on translation between two languages: mother tongue and foreign languages, and this method is concerned with the development of reading and writing skills in a foreign language and the neglect of speaking skills. In addition, paying too much attention to grammar learning prevents the student from learning the same language. Grammatical analysis of sentences and texts does not allow the student to adequately master the elements of language, as his attention is focused on general grammatical rules as a means of language control and correction.

According to some researchers, "the field of teaching Arabic to the unstable has a long history, just as it has been the focus of work in the language learning movement since the spread of Islam" [1]. This method is still used in Arabic language curricula for speakers of other languages outside the Arab world.

According to Rushdi Taima, one of the most important principles of this method is the following [2]:

Language-1 is a system of rules derived mainly from linguistic texts, and acquaintance with these rules is a necessary condition for language practice.

Language learning-2 is a mental activity that can be thought of as a mental activity that involves learning the rule, memorizing it, and connecting the learner to experience in their native language, through translation.

3-the first language of the student is a reference system for acquiring second language skills. (2) Direct method. This method arose in response to a grammar and translation path that was not based on any scientific point of view of the language and did not have a systematic basis in its methods. This method is sometimes called the natural method, because its historical roots go back to the natural principles of language education, which means that it is possible to learn a foreign language naturally, with the help of which the child learns his native language. Therefore, teaching a foreign language is not done entirely through translation, as teaching its word meanings can be done in the classroom through actions, gestures, images, and self-use. Among the most important features of the direct method is that learning a foreign language can occur in the same way that a child learns his or her native language, which leads to their dependence on listening and speaking. The advantage of this method is that it pays great attention to speaking skills and establishes a direct connection between the translated sentences in a particular situation. This method belonged to Wilhelm Victor, a German linguist who advocated the use of phonetics in the teaching of foreign languages. This method is based on the combination of words and phrases in a foreign language by the teacher and his students using their native language and called it the direct method.

This method is based on several approaches, the most important of which is that the language learner's goal is to learn to think through a (foreign) language, linking topics, objects, relationships, and ideas directly to words or terms similar to or similar to [3]. Among the approaches that rely on this method are that the student can learn any foreign language in a way that the child learns the first language, as well as developing learning skills in foreign language curricula: listening, speaking, then reading, and finally writing. He was also a leader in the use of dialogue and storytelling in teaching language skills. Nevertheless, it "quickly activates the student in the process of self-expression in a foreign language and poorly prepared situations, leading to the development of speech without being clear. Direct preparation is not enough, so students often lose what they are doing, goals or ideas, and then work in an improvisational way" [4].

(3) Reading and saving method. This method is one of the most important methods of teaching Arabic, this method mainly depends on the students mastering and memorizing a certain topic. In this way, the student is taught to memorize the verses and verses of the Qur'an and some laws and rules in science and languages. This method is one way to gather materials and prepare students to challenge others. The main purpose of the method of reading and memorization is to measure the ability of students to master the material and assess them using the method of reading [5]. The first appearance of this method is related to an 1867 study by a group led by Chlora Marcel at the University of Chicago in the United States [6]. It is based on pedagogical-psychological philosophy and is the best tool to teach the student to read and understand what is in the texts read, to master the rest of the language skills such as speaking, listening, and writing. It is well known that a person's need for reading skills is greater than the need for language listening and speaking skills in an environment where they are taught away from their home country. One of the advantages of this method is that it allows you to control the learning material presented in the language program. In addition, it helped students develop good reading habits, especially reading in a foreign language, but among the

shortcomings of the method was the limitation of reading and the neglect of other language skills such as writing, speaking, and listening.

(4) Oral hearing method. One of the most important features is that in addition to the grammatical system, it helps to automatically learn the phonemic system of a new language. The main focus of this method is to acquaint the reader with the new language by memorizing the phrases they are listening to and the situations in which they are used, which allows them to use the phrase in a modeling way. The teacher will need to make intensive use of audiovisual tools to teach students language models and structures. This method, unlike others, emerged in the United States in the first half of the last century to meet the needs of the U.S. military to understand how to communicate with people. Two factors directly contributed to the emergence of this method. The first is that several psychologists and linguists study Hindi, which is not written in the United States. The second is the development of means of communication between peoples, in which there is a need to learn foreign languages so that they can bring the distances between their members closer together and use them.

One of the advantages of this method, according to Rushdie Toaima [7], is that it places great emphasis on communication between people when learning each other's languages. One of the facts that have been proven over the years in learning a foreign language is that the shortest and clearest way for a learner to think about the language they are learning is through its rules and principles. This method leaves a lot of time between presenting the study material orally and in writing. Most scholars do not understand the meaning of words unless they see the written form along with listening. This method was predominant in foreign language teaching programs until the late seventies of the last century and remains the dominant method in Arabic language teaching programs. Whether it is a teaching methodology, the preparation of teaching materials, or the process of assessment and evaluation. As a result of these new principles, a new method called the audio-oral method has emerged in the field of foreign language teaching. Among the most important assumptions and principles of teaching this method are:

- a) Language is primarily speech, and writing is a partial expression of speech. Therefore, the interest in learning foreign languages should be focused on speaking rather than reading and writing;
- b) Foreign language teaching should be done in a certain sequence. That is, the student first listens, then says what he listens, then reads what he says, then writes what he reads;
- c) The method of learning a foreign language is similar to how a child learns his native language: first, he listens, then imitates what he is listening to, and then goes to school to learn to read and write;
- g) The best way to learn a foreign language is to develop language skills by practicing blocks.

5) Communication method. The ultimate goal of this method is to allow the learner to use a foreign language as a means of communication to achieve different goals. This method views language not as a set of structures designed for itself, but as a means of expressing different language functions. For example, request, order, command, ban, description, and so on. Language is introduced to the student not based on linguistic development, but the basis of the growth of the communicative level through various activities in the learning process. This

method involves creating real, specific situations in the language you are learning: asking questions, sharing information and ideas, writing and receiving information, using problem-solving skills through discussion and participation. It can be said that this method gives the student a great opportunity to play an important role in the lesson process, and perhaps this question is not present in other ways in this way, which is one of its possible advantages.

This doctrine is based on the notion that "the main function of language is communication, and the purpose of language learning is to ignore linguistic competence, to develop communicative competence". The most important goals and objectives of communicative competence include executive, organizational, interactive, personal, research, figurative, and representative functions. The first and second functions are used by man to take things and control the behavior of others, the third and fourth functions are used to communicate with others and express personal feelings and values, and the fifth and sixth functions are to explore, study, and create the imaginary world. used.

One of the advantages of this doctrine is that it combined many of the advantages of the previous methods and added to them based on the shortcomings it found. Perhaps what is easier for the owners of this doctrine is that they used various theories and doctrines that emerged in the last century and were not limited to theories of linguistics and psychology, but sociology, education, anthropology and. also used information and communication sciences.

One of the shortcomings of this teaching is that language skills are not viewed in terms of each other's location and dominance, but rather depend on the communicative situations that the teacher teaches to his or her students. And "language teaching by this doctrine, especially for those who want to continue their studies in universities and academic centers, including those who study Arabic for religious purposes, does not achieve their goals".

(6) Oratory method. This method is one of the oldest teaching methods adopted by teachers, it is still used in practice and is also called the lecture method or news method. This method has several advantages, as it allows the teacher to explain complex topics, correct some errors that are present in the curriculum dictionary, as well as help the student to obtain information easily.

(7) Discussion method. This method allows the student to participate with learning materials as it allows the teacher to interact with their students in understanding and explaining a particular idea, analyzing and correcting it, thus creating a positive interaction between teacher and students. This method forms the basis of most modern teaching methods, as it relates to the interaction and language communication that takes place in the classroom. This interaction between students occurs through the answers the students give in the classroom or through the questions the students ask themselves or the teacher. The process of verbal communication and exchange of ideas between students creates an atmosphere of remarkable freedom, participation, and constant communication. This method teaches the student to respect his opinion and other opinions, and this is one of his most important features. The method of dialogue and discussion means that the student and the teacher understand, analyze and explain a particular idea or problem and identify the points of agreement and disagreement in it to find an appropriate solution to the problem.

(8) A method of teaching Arabic grammar. There are several methods used in teaching Arabic grammar, including the standard method. This method is one of the most important methods of teaching Arabic, and the main focus is on the teacher because he must convey the information and results directly to the mind of the student. This method is preferred by many teachers as it is the best way for students to understand what is required and to love the Arabic language. In this method, the teacher gives a specific grammar rule and then asks the students to apply it according to that rule. This method differs in that it does not take much time, because the teacher can convey his idea to the students in a short time. In addition, this method does not require much effort on the part of the student and the teacher. But what is bad about this method is that it excludes the role of the student in active participation in the learning process, as this method only makes it a tool for storing information. Moreover, this method contradicts the laws of learning from the simplest to the most difficult, and this method teaches from the most difficult to the easiest.

Deductive learning is an approach to language teaching in which students are taught rules and given clear information about the language. These rules apply to language practice, which is the basis of the grammatical-translation method.

In inductive learning, on the other hand, grammatical rules are not learned directly but are "discovered" or independently induced by learners based on language experience.

(9) Integrated text method. Written, audible, or read material is taught as a whole and is considered as an integrated learning tool for a linguistic text. The availability of learning materials (designated books, supplementary books, resources and encyclopedias, magazines and newspapers, television programs) is more important than learning devices because their availability leads to the necessary experiences for students. The teacher will have to link language and reality in the learning process. This method is one of the most important and well-known methods of teaching Arabic, and this method is mainly based on the selection of thematic and complementary texts. This method is similar in many respects to the inductive method but differs from it in that the texts of this method are interconnected and give full meaning, while the texts of the inductive method consist of integral, meaningful, and unrelated texts. This method connects language to daily life, so many students are inclined to it and willing to do so. In addition, this method introduces students to the meanings of the language and allows them to better understand their meanings as it teaches them to a greater extent. However, one of the disadvantages of this method is that it is difficult to obtain a fully logical text.

(10) Translation method (grammar-translation method). This method is the oldest method of teaching foreign languages and goes back to the past.

(11) Selective method. This method came about by responding to the grammatical method, the translation, the direct method, and the audio-oral method together, as well as trying to benefit from these three methods simultaneously. Proponents of this method emphasize that the success and effectiveness of the process of learning a foreign language should be based on several methods that suit the student, rather than using a single teaching method [8].

Studies have shown that in many parts of the world, some teachers use the oldest known teaching method, grammar, and translation. In addition to the basics of method selection, there are also method selection criteria, namely:

- A) Contextual: that is, the method presents all the new language units in a meaningful context, which increases the value of learning in the student's life.
- B) Social: i.e. providing maximum forms of communication between students.
- C) Programming: that is, the use of previously learned language content in a new language context and the presentation of that new content relative to its predecessor.
- G) Modeling: creating good models that can be imitated in language teaching, diversity: that is, different ways of presenting new language content.
- D) Interaction: that is, in which the student, teacher, and teaching material interact within the conditions and opportunities available in the classroom.
- E) Practice: that is, each student is allowed to apply the new language content in practice under supervision and control
- J) Self-direction: that is, it allows the student to show a maximum reaction and develop the ability to self-manage.

Each method of teaching has its advantages and can be used in teaching a foreign language. Each method has its advantages and disadvantages. Some of the previous methods can be considered based on their complementarity. There is no single teaching method that is suitable for all purposes, all students, all teachers, and all types of foreign language programs. What is important in teaching is to focus on the student and their needs, rather than being committed to any teaching method. The teacher should feel free to use methods that are appropriate to his or her students, regardless of whether these methods are related to different teaching methods. Because the teacher can choose from each method a method or methods that meet the needs of his students and the teacher finds the educational situation that he finds.

Technological innovations represent innovative solutions to many of the problems of teaching Arabic as a second language to increase the efficiency of education and make it more efficient in proportion to the nature of the present age. Among the most important examples of technological innovations that can be used to teach and learn Arabic as a second language are multimedia technologies in texts, images, graphics, and video clips. Many devices provide interactive and integrated educational content and represent technological innovations in an interactive and integrated way via computer and the Internet: a data display device, modern language rooms, electronic board, and satellite (visual and audio) [9].

The development of computers has led to the emergence of generations of modern devices and applications called multimedia devices and applications. The concept of multimedia is a training program to achieve the goals of the education system, which emerged a long time ago and consists of a group of media that are integrated and functionally interconnected with each other [10].

Multimedia applications began to emerge rapidly and rapidly, with several reasons for their rapid spread: they are an important tool for managing information transmission, teaching, and learning processes, helping students of all ages transition from a familiar automated system to an integrated learning environment, as well as reporting processes. and managing assessment

processes, inclusion in the educational media group works to increase students 'interest, ensure the long-term impact of their experiences, and help provide them with the experience they need to achieve their learning goals [11].

Online systems for conducting courses have emerged. As a result of the availability of these courses on the Internet, training courses were provided before the advent of these systems: in the form of files sent via email or in the form of pages published on a website without a real learning environment. This has intensified the trend of creating a system that offers courses through integrated presentation methods: an online learning environment, a digital learning environment, or a virtual learning environment [12].

There are many systems for presenting courses, as it has approached fifty systems to deliver courses directly on the Internet according to the criteria of each, and the most well-known and most widely used of these systems are Moodle, Website, Blackboard, Learning Space [13].

The computer is one of the most important learning tools used in teaching different language skills. The issue of the effective use of technology in education is of great concern at the global level today and is of great interest to teachers, researchers, political scientists, and planners. It can be said that the problem of educational technology is suffering from adverse conditions in developing countries, as the gap between students and curricula, as well as university graduates and labor market requirements, is constantly increasing. this requires certain types of young people armed with science and technology.

The impact of the computer on language learning and the formation of its skills has been studied by many researchers. In particular, Al-Djamal (2004) explored computer-assisted private tutoring strategies in high school students 'mastery of subjects and their attitudes toward computers. The study sample consisted of forty female students, divided into two equal groups: experiment and control. The researcher also concluded that it is difficult to implement a computer-based private tutoring strategy in Jordanian schools due to the existence of some barriers, including lack of software based on private tutoring strategy and lack of a sufficient number of computers.

The computer is distinguished from other tools by the ability to assimilate images, sound, texts, actions, and video clips, as well as the ability to create a state of interaction with the student, and this feature is one of the most important features of computer mediation.

The computer also enhances collaborative learning among students as it helps students work in groups and thus students learn from each other. The use of computers allows all students to participate in the learning process, which helps shy students who are afraid to make mistakes in front of their peers in the classroom, the computer removes the psychological burden of the student by providing opportunities for the student to learn independently.

With the development of information and communication technologies, e-learning, communication between a teacher and his students or between students can take place at any time and from any place through various means of communication such as e-mail, discussion forums, and conversations. encourages communication and exchange of ideas. This increases the student's ability to take advantage of the ideas and suggestions put forward and combine them with their ideas.

Computers are a modern learning tool in language teaching because they contribute to creating a better learning environment that makes learning more fun and self-sufficient, activating students' roles in the learning process, taking into account individual differences, and providing them with knowledge experiences and opportunities to help them make different decisions. This advantage increases with the use of the World Wide Web. There are many programs designed for preschoolers, elementary, middle, and high school students.

The computer can be used to teach language in the following areas [14]:

Reading. There are some programs on the computer that are designed in such a way that the text appears on the screen, asking objective questions such as filling in a blank space, true or false, or multiple choices, or asking the text about the meaning of the word.

Text processing. Here, the program selects a text sentence, then places it randomly, and asks the reader to correct the sentence in the correct form. Either the text can be displayed and some words removed from it, and the student is asked to write the appropriate words everywhere or select the appropriate word from the list that appears on the screen.

Reading speed. Fast reading and verbal avoidance skills can be developed by students using a special program that uses a time element, in which the text is displayed on the screen for a certain amount of time, and when the text is lost, questions arise for the student to answer. Or the reverse process is done, the questions appear first and the text appears after them. One of the advantages of these programs is that they give the student the ability to control the desired speed so that they can switch to higher speeds as they move forward.

Writing. Word processing programs give students the freedom to work with text because it is used in writing, such as direct editing and spelling checking, translation, using different types of fonts, the ability to save and edit pages, edit and format words, as well as line spacing and the process of storing the number of lines of writing on paper also allows the student to review the written text, make corrections, and keep old copies of it. This method engages the reader and improves his or her expression, composition, and aesthetic art skills, as well as helps him or her to answer fluent and grammatical questions more accurately in language and spelling. Or write on a computer using Light pens. It allows you to save all records made on the road or in the office, and then take digital copies of them without scanning. And most importantly, you can draw online familiarly and conveniently without using a mouse.

One of the most advanced technological tools used in the educational process today is the use of interactive whiteboards, some of which can be processed by touching the screen with the hand, while others can be processed with a pen, written electronically, and used and displayed on a computer screen.

Pronunciation and intonation. There are computer programs for language labs that help recognize sounds and then perform pronunciation and intonation with special listening and repetition exercises using digital speech technology, as these programs allow you to analyze and distinguish different vocal patterns. When the pronunciation is listened to through a microphone, the sound is converted to digital form and stored on a disc. During the training, the student is allowed to speak a phrase through a microphone and the computer draws a diagram of the sound he or she is pronouncing and compares it with the diagram stored for that phrase, and sees the difference between the two diagrams.

Conversation. There are several programs used to develop students 'speaking skills, where the student listens to conversations that take place between many people on a variety of topics, and through them, the student learns how to ask questions to others in certain situations, as well as how to answer those questions. In some programs, the student can interact directly with the program, where the student receives a question and then answers verbally by recording their voices through a microphone, after which they receive a report on their work. There are sites on the Internet to conduct audio and video conversations with students from different countries, discuss various topics and share ideas with them.

Arabic grammar. Several computer programs have emerged that can teach Arabic grammar, such as speech fragments, sentence syntax, root finding, root formation, verb formation, and their derivatives. In the development of these programs, special attention is paid to the method of educational games in various activities for children, taking into account the age of the groups [15].

As for the provision of education, the Arabs are constantly using the computer in the classroom, using its various programs:

What is common for Arabic-speaking teachers is that they often use the oral language (dialect) of their country to teach Arabic, so it conveys to students (Arabic-speaking and non-Arabic-speaking) the linguistic habits that exist in that country. As for the advantages of a teacher who does not speak Arabic, the fact that he specializes in Arabic and its literature and has mastered the academic disciplines allows him to teach Arabic. However, he may not be well versed in the subtleties of the Arabic language. A teacher specializing in Arabic language and literature (they make up a small part) and a non-specialist teacher (they make up a large part). Most of the teachers who teach Arabic to people who do not speak Arabic are non-Arabic language teachers.

Today, the problem of ensuring the quality of the educational process is very important for our country. But no matter what reforms are made in the education system, in the end, they are limited to a certain executive-teacher. He is a teacher who plays a key role in the implementation of key innovations in practice. Candidate of Psychological Sciences D. A. As Ivanov points out, "education is a field of activity or intellectual activity defined by a complex set of skills. The teacher's task is to help students develop their abilities, understand their social significance. has become one of the main social values in society and as a result, has become the main content of school education. The purpose of education is not to teach but to teach students to use tools to help them succeed. The teacher must first have psychological competence. At the heart of any competence: a certain system of professional, personal, subjective-psychological characteristics, they know the world, other people, and yourself. An is a psychological competence that enables success in a variety of relationships [16].

Thus, the teacher should first love his profession, analyze the transition and learning situations of the lesson with an individual approach to each student, that is, analyze the student's level of learning, especially in progressive assessments and tasks to analyze the target situation; it is designed to identify the communication situations a student needs (reporting, research, collaboration with colleagues). In determining the competence of each teacher, it is necessary

to pass an examination by international standards and pay attention to the teaching of Arabic as a language with the help of good pedagogical conditions.

REFERENCES

1. طعيمة، رشدي، المرجع في تعلم اللغة العربية للناطقين بلغات أخرى، ص 348
2. طعيمة، رشدي، المرجع في تعلم اللغة العربية للناطقين بلغات أخرى، ص 349
3. الناقة، محمود. تعلم اللغة العربية للناطقين بلغات أخرى، جامعة أم القرى، مكة، 1985م، ص 76
4. العصيلي، عبد العزيز، أساسيات تعلم اللغة العربية، ص 310
5. الناقة، محمود. تعلم اللغة العربية، مرجع سابق. ص 80-81
6. الصديق، عمر، أثر استخدام الوسائل التعليمية في تدريس اللغة العربية، ص 16
7. أحمد قنديل: التدريس بالเทคโนโลยيا الحديثة، القاهرة، عالم الكتب للنشر، 2006م، ص 45
8. ابراهيم عبد الوكيل الفار: تربويات الحاسوب وتحديات مطلع القرن الحادي والعشرين، ط2، القاهرة، دار الفكر العربي ، 2000م، ص 123
9. الغريب زاهر إسماعيل: المقررات الإلكترونية : تصميمها – إنتاجها – نشرها – تطبيقها- تقويمها، القاهرة : عالم الكتب، 2009م، ص 143
10. E.Zhu R.Mcknigh N.Edwards (2011): Principles of online design. Retrieved April 17, 2011, from <http://www.fgcu.edu/onlinedesign/index.html>
11. http://wwwwtadsf.blogspot.com/2013/12/blog-post_16.html
12. [الملتقى-الأول/الأبحاث/الاحتياجات-التكنولوجية-لعلمي-اللغة/](http://azhar-ali.com/go/)