



The Role of Exercises in Developing Listening Comprehension Skills in Arabic

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ABSTRACT

The article provides information on the types of exercises used to reinforce the material learned in the development of listening comprehension skills in Arabic.

Keywords:

Arabic language, audio material, listening, text, question, answer.

Language is the main means of communication between different nations and peoples in economic, cultural and other spheres. That is why representatives of different nationalities tried to learn each other's languages since ancient times. By the twenty-first century, it has become common for a person to speak at least three languages fluently. At the moment, as interstate cooperation is developing, the need to learn foreign languages is growing, and the demand for qualified specialists is increasing. Interest in learning foreign languages is growing day by day in our country. Many language training centers are opening for us to learn world languages.

Currently, cooperation with Arab countries in the economic, political, and cultural spheres is of great practical importance for our republic, which is on the path of independent development. Establishing and developing such cooperation is the language of those countries requires personnel who know the Arabic language. In a number of higher educational institutions in our republic, Arabic is taught as the main or additional

oriental language. In addition, this language is taught in many centers due to the high demand.

Perfectly mastered foreign languages, in this language in the process of creating textbooks that meet the requirements of the time for training fluent specialists, the effective use of modern pedagogical methods and information and communication technologies along with traditional methods has become the demand of the time. It is important to simultaneously develop pronunciation, listening, reading, writing and speaking skills when learning foreign languages. It is possible to achieve the desired result through effective use of audio and video materials in mastering these skills. Because in our age where information technologies are developing at a rapid pace, we cannot imagine our life without some technique. New technical tools make all our work easier. Also, in learning foreign languages, various technical tools facilitate and speed up the learning process.

When learning foreign languages, students are initially taught dialogues and texts that are necessary for them to be able to have conversations in this language in everyday

situations. Of course, the use of audio and video materials in the implementation of this process will have a good effect.

After learning a dialogue on a topic while using the materials presented for listening comprehension, several methods can be used to master its lexicon and develop the student's ability to hold a conversation on this topic. In the next process, a text with a different content is given based on the spoken dialogue words. The words of the new text must be 100 percent familiar to the student. The student listens to the text and translates it. At the next stage, he writes this text in the form of dictation. Then, when his translation and dictation are compared, he can find and correct his mistakes. At the next stage, another text on the same topic is played, and after listening to the text, the student explains its content. It is also effective to use pictures to illustrate the content of the text. Because in the process of visualizing the picture, the student can enrich his thoughts with additional elements, that is,

words. Don't stop to point out mistakes when describing a topic to students. Because when a student loses his mind, he tries to be inactive rather than correcting his mistakes.

In the stages of working with audio material, the student is given sentences derived from the content of the text. In the process of listening to the text, the student decides whether the idea in it is correct or incorrect. At the end of the task, sentences related to the text, but not exactly read in the text, will stimulate the student's independent thinking.

For example:

ترك حارث مدينة بغداد. بغداد مدينة جميلة. انتقلت الشركة إلى جدة. حارث مدير الشركة في جدة. جدة مدينة كبيرة وجميلة جدا. يذهب حارث مع أسرته إلى شاطئ البحر. ويذهب حارث إلى مكة لأداء العمرة والصلاة في المسجد الحرام. تستغرق الرحلة من جدة إلى مكة ساعة واحدة تقريبا.

This audio text can be assigned the following task:

Listen to the text and mark the answer "Yes" or "No".

1	ترك حارث مدينة بغداد	لا	نعم
2	انتقلت الشركة إلى بغداد	لا	نعم
3	حارث مدير الشركة في بغداد.	لا	نعم
4	جدة مدينة كبيرة وجميلة	لا	نعم
5	يذهب حارث مع الأصدقاء إلى شاطئ البحر.	لا	نعم
6	ويذهب حارث إلى مكة المكرمة	لا	نعم
7	تستغرق الرحلة من جدة إلى مكة ساعة ونصف الساعة تقريبا.	لا	نعم
8	يذهب حارث إلى مكة بالسيارة	لا	نعم
9	حارث الآن في جدة	لا	نعم
10	أسرة حارث في العراق	لا	نعم

If the student fully understands the audio material, he will answer the last 3 sentences based on the content of the text.

Audio material can also be tasked as follows:

The student listens to the dialogue and fills in the blanks with the appropriate word. In this process, the person of the verb in the task can change, that is, the respondent in the dialogue is expressed in the 3rd person form.

- حضرت من باكستان.	- من أين حضرت يا بدر؟
- لا، حضرت للدراسة.	- هل حضرت للعمل؟
- نعم أسكن في المدينة.	- هل تسكن في المدينة؟
- أذهب بالحافلة.	- كيف تذهب إلى الجامعة؟
- أفضها في القرية.	- أين تقضي العطلة؟

1	حضر بدر من.....
2	حضر بدر ل.....
3	بدر يسكن في.....
4	يذهب بدر إلى الجامعة ب.....
5	يقضي بدر العطلة في.....

Work with audio material can be strengthened with another task. In this, the student is given several short dialogue forms. Then the sentences containing the content of

that dialogue are read. The student should listen to the sentences and determine which dialogue they belong to.

For example:

1. Muhammad is coming with his family from Malaysia for Umrah. The family resides in a hotel near the Grand Mosque.
2. Ahmed Qaden from Bangladesh to work. Ahmed lost the bag. In the bag of clothes.
3. Ghassan comes from Mauritania. Ghassan lost passports and tickets.
4. Muhammad Talib Kashmiri. Muhammad is coming to visit.

Dialogues:

1	- هل أنت قادم للعمرة؟ - لا، أنا قادم للعمل. - ماذا في الحقيبة. - في الحقيبة ملابس.	3	- من أين أنت؟ - أنا من ماليزيا. - أين تقيم؟ - أقيم في فندق قريب من المسجد الحرام.
2	- هل أنت هندي؟ - لا، أنا كشميري. - ما مهنتك؟ - أنا طالب.	4	- ماذا فقدت؟ - فقدت الحقيبة الصغيرة. - ماذا في الحقيبة؟ - جوازات السفر والتذاكر.

In conclusion, working with audio materials is of great importance in the simultaneous formation of all competencies required for language learning in students. Various types of open and closed tests on audio materials are effective in fully mastering and strengthening the subject and developing listening comprehension skills.

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