



Conducting Tests on the Competencies of A Future Teacher Teaching A Foreign Language

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The article examines the system of international assessment of Arabic language proficiency, important personal and social characteristics of the pedagogical competence of a future Arabic teacher in achieving professional success, strategies that a future teacher should follow when teaching Arabic to people who do not speak arabic.

Keywords:

Strategy, pedagogical skills, modern linguistics, language laboratory, emotional balance, national system, level of language proficiency

The Arabic language was added to the list of official languages of the organization in December 1973 by the UN General Assembly Resolution No. 3190. In addition to the CEFR, there are other international systems for assessing arabic language proficiency. These include ACTFL, ALPT, TOAFL, CIMA.

ALPT was established as part of "Arab Academy" in the Arab Republic of Egypt, which is an international center for Arabic language testing and has been operating since 2002. The Arabic language exams are attended by industry experts and are supported by the Islamic Chamber of Commerce and Industry.

The ALPT system tests 5 Arabic language skills: listening comprehension, reading comprehension, knowledge of grammar rules, writing and speaking. The language composition (grammatical rules) section consists of two parts:

Part A: the omitted word in the given sentences must be chosen from among several synonyms.

Part V: it is necessary to find the misspelled word from the underlined parts of the given sentences.

4 written assignments are allowed after completing the previous 3 assignments. In it, the candidate chooses one of the 3 given topics. The speaking section is conducted with the candidate via Skype. Exams for each section of the ALPT exams last from 2 to 6 hours and take place over a period of 3 to 5 days. The number of questions in each section will be from 20 to 100 and will be evaluated on a 1000 mark system. The applicant's grades for each section are shown separately and it is determined what level he/she has in these sections. On the basis of this grading table, the applicant knows exactly what level he is in each section and tries to develop the competence that he has a low level. In the NSFLA national system, testing is not as common as in the ALPT. Perhaps they are divided into levels A1, A2, B1, B2, C1, C2. Tests are conducted on the basis of 5 sections, and each section is evaluated in a 30-point system, and a certificate is issued when the total score is

at least 60 percent, i.e. 90 points. The listening comprehension, reading comprehension, grammar rules and writing sections of the tests are held in one day and have a time of 3 hours and 30 minutes. The speaking section will be held the next day.

According to the results of the work carried out in the NSFLA and ALPT systems: The fact that a Sheth teacher tests her students on all competencies allows her to identify a competency that has not received much attention during the lesson. The applicant who participated in the language proficiency test can test his knowledge and identify his achievements and shortcomings in each competency. This will be a factor in making and developing his plans for future language learning. In the national NSFLA system, as in the ALPT, it is clear to the applicant what level he has in each section, and various misunderstandings are avoided. Therefore, in the process of learning a foreign language, the applicant may not have the same skills in all required competencies. Applicants must have lived in the country where the language is studied for a long time and have mastered only oral speech, but have not mastered grammatical rules and reading comprehension, are not familiar with the legal rules of tests, and are not familiar with a foreign language. may be due to the fact that they did not master the 4 basic competencies while studying. Time and resources can be saved if some parts of language proficiency tests are computerized.

Conducting all sections in one day and giving less time can have a negative effect on the candidate's brain activity and results [1]. We believe that it is necessary to pass an exam based on international standards to determine the teacher's competence.

We do not have all the good conditions that the Arabs have. In our country, mainly, the focus on Arabic language is being implemented through the Qur'an, but we should consider it more as a language, and if Arabic is one of the languages of the United Nations, as soon as we know Arabic, we will become one of the languages of the United Nations. we will know one. Therefore, it is necessary for us to develop the Arabic language more. A teacher may be an

accomplished specialist in his subject, but if pedagogical conditions are not present, he may not be able to fulfill today's demands in the field of education at a high level. The teacher must be motivated, because sometimes the teacher may not feel satisfied with his work and this condition may affect the effectiveness of the lesson. For example, a He teacher prepares multimedia for each lesson, but can only show them on his personal computer. Recently, each auditorium is equipped with projectors, but there are no computers, language rooms, interactive touch boards (except for some rooms). Many textbooks for teaching Arabic have been created, but most of them are rarely used in the teaching process. There are no books suitable for schoolchildren, lessons are taught from the textbook "Arabic language" by Khasanov M. at the lyceum. Educational tools such as the book "Takallum" published in Egypt in 2018, Abdujabbarov A. "Arabic language textbook" are used in HEIs in Egypt.

In achieving professional success, the important personal and social characteristics of the future Arabic language teacher's pedagogical competence are:

1-Self-confidence: this is the teacher's confidence in the teaching profession, awareness of his professional identity, passion for his profession and love for working in it.

2nd person power: that is, the teacher is distinguished by reason and freedom in decision-making based on responsibility and firmness in attitude. Mastering the 3rd course: that is, getting to know the educational material and theoretical training, which allows it to reach a higher level than that of students.

Social characteristic 4: that is, the teacher is characterized by stability and emotional stability in his actions and words.

5-emotional balance: that is, the teacher is different in his social behavior with his students and builds a good relationship with them.

6-personal effectiveness: that is, positivity and the ability to interact with other elements of the educational process.

7. Growth and innovation: i.e. a spirit of initiative and a tendency to innovate and experiment.

8. Objectivity and humility: non-discrimination and tolerance in the treatment of students, as well as objectivity and humility in lessons without losing their dignity [2].

Al-Kadam Mashail, in his master's thesis on teaching Arabic to non-Arabic speakers, highlighted the strategies a teacher should follow:

Dialogue in 1st language teaching: dialogue is extremely important in language teaching. The teacher should consider the dialogue and subsequent exercises as a whole. Also, the role of the student does not end with simply understanding and memorizing the dialogue, but also using it in real-life situations.

It is to recognize the difference between two sounds and distinguish one from the other when listening or speaking. The goal of phonemic teaching is to teach the student to pronounce Arabic sounds as fluently as possible and to distinguish them when they hear them, not to describe and demonstrate their pronunciation. It is desirable that the teacher does not occupy the lesson with theoretical conversations about sounds, but rather with modeling and learning from the correct pronunciation.

Writing exercises 3: These exercises aim to give the student more skills in the use of vocabulary and its linguistic structures, and also expand the vocabulary of the previous lessons and their linguistic structures. The student usually answers these exercises at home, checks the correctness of their answers in class with the teacher, or compares their answers with the correct answers in this notebook.

Communication exercises 4: The purpose of communication exercises is to give the student the opportunity to speak a foreign language normally and to understand clearly what he hears, thereby achieving communication between him and the people who speak this language.

5-Visual aids: this is the basis of the so-called audiovisual direction, which is not at all related to a specific method of teaching foreign languages. Conversely, audiovisual materials can be placed in accordance with the principles of the educational method.

6-audio materials: they have different purposes, some deal with sounds, some deal with

linguistic structures and then listening with comprehension, some deal with listening with language hearing, some and to dialogue.

7-Vocabulary Use: This is a wealth of vocabulary that is attached to the book and contains a set of key lexical words corresponding to linguistic assets that help the reader to study the book more deeply and comprehensively and to develop his knowledge.

8- Language laboratories: modern language laboratories have become one of the main components of any integrated system of language teaching and learning. There are three main types of language laboratory: listening laboratory, listening and repetition laboratory (radio) and listening laboratory, repetition and recording laboratory [3].

The teacher is the heart, guide and executor of the educational process, and his success is unique [4].

1- the teacher should be cultured, familiar with the sources of Arabic heritage and familiar with modern linguistics.

2- for those who do not speak Arabic The future teacher of the Arabic language should have professional qualifications, love and pride in his subject.

3. Knowledge of training methods, techniques and methods.

4 Introduction to the use of technology in education.

5- should be creative.

In the teaching of Arabic at different levels, it is carried out using the following procedure:

1- Raising the status of using the Arabic language:

During each episode of the designed lesson, students are encouraged to apply the language learned through writing, reading, listening, translating and speaking. Attention to communication in the 2nd educational process: Since the purpose of language learning is to communicate, express opinions and acquire them, students are given a lot of attention to the use of arabic in conversational speech and real communication processes in the learning process to express situations related to everyday life. should be given.

3. Ensuring that learning topics are relevant to the learner:

This is done by identifying students' language needs. Therefore, study topics designed for a student who wants to learn standard Arabic are not suitable for a student who wants to learn Arabic at an oral or intermediate level. Each category has its own study topics, and each study topic has its own goals and methods.

4. Do not ignore grammatical linguistic rules:

On the one hand, students will be able to express the classical language by following the rules of grammar. On the other hand, it forces students to engage with the linguistic heritage that connects them to the environment and culture of this complex language, and it would be appropriate to teach it to advanced learners of Arabic.

5. Diversification of educational and educational situations to increase the effectiveness of communication:

Teachers can tailor lessons to students' real-world situations and levels to provide communication tools, such as:

Art presentations, reading and recitation competitions allow students to present what they have learned and use their communication skills in Arabic.

Enhancing the role of media in learning by watching and discussing films or listening to, recording and discussing audio clips. Encourage students to write diaries in Arabic. Conducting presentations for oral or intermediate Arabic learners to encourage their use in live communication situations.

In determining the criteria of pedagogical skills, real teachers-masters are distinguished by their special, sensitive sensitivity to the personality of their students. The psychological structure of the teacher's activity is considered as an integral, most important component of his work. One of the most necessary is the ability to "focus on the system of interacting elements in the psychological system of activity" [5].

No matter what reforms are implemented in the education system, in the end, they will be limited to a certain executor - the teacher. The teacher takes the main place in the implementation of the main innovations. As D.A. Ivanov, candidate of psychological sciences, noted, "the field of education refers to the fields of activity or intellectual work defined by a

complex set of skills. It is the teacher's task to help students develop their abilities and realize their social importance [6]. O "the ability to learn and develop, as well as the ability to communicate positively in a group working for a common result, is one of the main social values in modern society, and as a result has become the main content of school education. The purpose of education is not to impart knowledge, but to help students create knowledge. is teaching the use of tools. In many ways, the success of the educational process depends on the professional skills, personal qualities, abilities and qualifications of teachers. To meet these requirements, the teacher must first have psychological competence.

Thus, the teacher should first of all love his profession, conduct the lesson with an individual attitude to each student and analyze the learning situations. In order to determine the competence of each teacher, it is important to pay attention to the teaching of Arabic as a language, with the help of an examination based on international standards and good pedagogical conditions.

List Of Used Literature

1. <https://ar.islamway.net/article/81403/-معلم-اللغة-العربية-للساطقين-بغيرها-الكفايات-والمهارات>
2. <https://seu.edu.sa/satsc/ar/arabic-language-education-program-for-non-native-speakers/>
3. https://www.academia.edu/45673232/كفاءة_مع_لم_اللغة_العربية_لغير_الناطقين_بها
4. <https://www.new-educ.com-توظيف-مستحدثات-التقنية-في-التعليم>
5. [كفاءة معلم اللغة العربية بين التواصل اللغوي والسياق الثقافي](https://www.asjp.cerist.dz/en/article/18488)
<https://www.asjp.cerist.dz/en/article/18488>
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6. [دور](https://arabicglobal.org/Article/Article/)
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