



Methods of Teaching Arab

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ABSTRACT

Currently, the Arabic language occupies a certain place in the educational process. The purpose of this article is to consider some ways to optimize Arabic language teaching in universities. The article considers the correct choice of teaching methods and techniques, the selection of educational material taking into account the motivation of students, as compliance with the peculiarities of teaching Arabic.

Keywords:

Arabic language, teaching methods and techniques

Arabic is one of the ancient eastern languages and belongs to the southern branch of Semitic languages. Three periods are distinguished in the history of the development of the Arabic language: 1) ancient; 2) classic; 3) modern literary language. The entire terminological and conceptual apparatus of the Islamic sciences is developed in Arabic. Literary Arabic unites Muslims around the world. There are many Arabic lexemes in the vocabulary of the languages of people who believe in the religion of Islam (up to 40–50% of the vocabulary in some languages). Scientists emphasize the scientific essence of Arabic as an Islamic language, its accuracy, and the breadth of the semantic field of terms. In the Islamic dictionary, a conceptual structure defined by a central word or term is written, and the semantic field that intersects with other semantic fields is interconnected with their structures. Different methods are used as the main forms of educational activities in practical lessons on learning the Arabic language. used: explanation of the material, survey, exercises, conversation, discussion, etc. [2].

The effectiveness of learning a subject is determined by the comprehensive teaching of the language. The interdependence of all

aspects of the language is ensured by the selection of educational material, the system of exercises, and the unity of requirements. complex, that is, oral and written speech practice that combines the development of grammatical, lexical, and phonetic correctness of speech. One of the leading forms of teaching the Arabic language is independent work. a) independent work in classroom classes; b) independent work outside the educational institution. The teacher organizes independent work in the auditorium in such a way that for a certain time, an individual student, several students, or a whole group performs any task. During its implementation, the teacher can track their progress at any time, and the teacher's presence gives them the opportunity to get the necessary information from him. Independent work in the auditorium should be based on advanced reading skills with direct comprehension and listening to organize a conversation or discussion with the teacher. Outside the educational institution, students work individually, and the teacher must explain to them how to work with textbooks, manuals, and references. Assignments can be planned for a week, a month, or a semester and should

correspond to the educational and methodological complexity of the subject.

As a reliable basis for the formation of students' professional skills and qualifications, the issue of quality control in mastering the past material is of particular importance. It is to carry out tests that must meet the following requirements: a) to ensure a regular check of students' mastery of the lesson material; b) optimal execution time, which is especially important for classes held in the auditorium; d) include a series of repeated tasks by type (to reduce the learning time to explain the requirements for their implementation); e) include classroom and out-of-class assignments.

It is recommended to do the written work after studying certain topics and analyzing the results. This not only opens up the landscape of students' acquisition of knowledge but also allows them to reconsider the most difficult issues. The main types of teaching students in the framework of learning Arabic are practical exercises, which are the main part of teaching students a professional language and ensure the development of their general, communicative, and professional competence. The student acquires correct pronunciation skills, can freely and correctly use the grammatical structures of the Arabic language, and learns lexical material for use in all types of communicative activities selected in accordance with speech acts, universal concepts, topics, and situations. There are many ways and methods of teaching the Arabic language, and mainly two methods are used in teaching the Arabic language: «separate» and «combined».

1. «Separate» teaching «Separate» method: all sections of the Arabic language (reading, writing, and speaking; writing, spelling, and grammar) are taught separately as a separate subject with their own programs and textbooks. The advantage of this method is that, due to the fact that a certain amount of time is allocated for each section and it is studied as a separate subject, the teacher has more opportunities to identify the shortcomings of students in any section and work on their elimination. Along with advantages, this method also has disadvantages. First, it loses its essence

due to the artificial division of the language. This can lead to students not being able to express their thoughts correctly in real-life situations. Secondly, there is an uneven development of students' skills and competencies in individual departments. The reason for this is that the teacher may pay a lot of attention to one section of the Arabic language and lose attention when teaching another section.

2. «Combined» method This method does not involve dividing the language into several parts but acts as a whole. They learn grammar, reading, speaking (written and spoken), writing, and spelling based on a specific text or topic. This method is traditional (old). The task of the Arabic language teacher is to use the positive aspects of both ways, i.e., optimization of the Arabic language learning process. In our opinion, the teacher should proceed from the principle that language is a phenomenon that acts as a whole and that its division into several parts is necessary only to facilitate learning. In the last century, countless new methods have appeared that claim "better" educational outcomes. Along with the change in teaching methods, the very concept of "educational method" has also developed. At present, this concept does not have a definite, unambiguous term or a logical sign in the countries of the world. Therefore, the Russian term "method" in modern foreign literature is not only method (English), methode (German), but also approach (English), and ansatz (German); that is, it can also correspond to the terms denoting «approach». Some modern teacher's manuals do not use the term «educational method», but only the teaching methodology (methodology) is considered. In the Arabic literature on the conditions of teaching the Arabic language, this term is defined by the words ryq or slwb. In the Russian methodology of teaching foreign languages (FL), as well as in the Arabic methodology of FL, the term method (tryqe -Arabic) can mean individual elements of the system (grammar and reading teaching method, etc.) in addition to defining the whole system, which is another corresponds to the term adoption in the literature of countries.

The abundance and variety of methods, on the one hand, opens the way for the teacher to make an independent choice; on the other hand, they impose many additional obligations on him: to adjust the general teaching strategy, specific techniques, compliance with his personal characteristics, the needs and abilities of his students, the conditions in which training is held, basic and additional recommended textbooks, etc. This is not an easy task, even for those with basic pedagogical education and long teaching experience. It is even more difficult for a person who is not aware of the history of the formation of the methodology of teaching a foreign language (unfortunately, pedagogic sciences are not taught in religious Islamic educational institutions to the required extent). To help teachers refresh some aspects of the experience gained during the development of the methodology and discuss what is most valuable in it and how it can be used wisely, we take a brief historical turn to solve our problems. The true method and its modifications. The spread of the direct method, which replaced the translation method, was, as it were, a turn from language to speech. According to this method, great attention is paid to oral speech; translation and mother tongue are excluded from the educational process. The main principles of teaching in this method are «imitation» and «memorization». "However, as a result of exaggerating the role of imitation and separation from the mother tongue, as well as neglecting translation and grammar, the positive role of the dominance of speech practice has significantly decreased. Like other languages, it has features that distinguish it from other languages. The teacher of the Arabic language should know them and take them into account in the educational process. The main characteristics of the Arabic language are as follows: -Arabic has «irab» (changing the endings of words depending on certain grammatical factors); the abundance of antonyms, the abundance of variants; I'jaz (brevity of presentation); «Ishtik» (formation of one word to another word; word formation); Qiyyas (analogy; me 'yor); the meaning of the vowel sounds in the word (rabuⁿ-mainland,

land, ribuⁿ-kindness, rubuⁿ-wheat), must also meet other requirements that take into account the specific characteristics of the Arabic language. He should always remember that the Arabic language is the language of teachings, the language of the Holy Qur'an, and the language of the words of the Prophet. et al., the language chosen by Allah to address all mankind. Allah the Exalted said, «Indeed, this has been revealed by the Lord of the World. He (Jibril) descended into your hearts so that you may be one of those who It was revealed in clear Arabic» (Qur'an, 26:192-195) [3]. Therefore, we believe that the above methods, together with others, will contribute to the optimization of Arabic language teaching. In addition, one or the other implementation of the method in a unique way is related to the teacher's psychological structure, temperament, desire, language skills, and similar characteristics of his students.

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