



METHODS OF TEACHING ARABIC TO NON-NATIVE ARABIC SPEAKERS IN UZBEKISTAN

Hashem Ismail Hammam Ali

Researcher, Lecturer at the Institute of Foreign Languages - Samarkand - Uzbekistan

DISCUSSION

The method of teaching in its broad sense means a set of methods that organize external field of the learner through it. In order to achieve specific educational goals (1). According to this definition, it is more than just a meaning of conveying knowledge, because that means one side active "the teacher", and it imposes the learner's negativity in most of times, and it's limiting the objectives of education to imparting information and knowledge as well, which violates the broad and comprehensive concept of education.

The successes of teaching Arabic as a foreign language in Uzbekistan, is related to the teacher's ability to solve the problem of what he teaches to students, then how to teach them, and what methods that he will use in the teaching process.

The methods of teaching foreign languages have diverse and multiple due to the developments and changes brought about by the sciences of language and linguistics in the field of learning and teaching foreign languages, but with this diversity and plurality, there is no suitable method for all educational conditions and learners. Each method has its own characteristics and what distinguishes it from other methods, and the difference in the methods of teaching languages is the result of differing opinions about the nature of language, its learning and teaching, the role of teachers and learners, educational materials, teaching objectives and others related to the educational process (Richards) (2).

The methods of teaching second languages are many and multiple, and the Arabic language teacher has to choose what suits him best. Nevertheless, it can be said that there is no ideal way of teaching languages that is suitable for all circumstances.

(1) Taaima, p. 26, 2002.

(2) Richards, p. 422, 2007

Language education is one of the most important branches of applied linguistics, if it's not the most important one at all. This has led many of the linguists sincerest to use the term applied

linguistics synonymous with teaching foreign languages in particular. And this branch.

He is interested in all related to teaching languages in terms of (psychological, social, and educational, matters) including the different directions and methods, and the auxiliary means of: Preparation for institutes and universities, curricula, educational materials, and supervision.

(2) The methods of teaching foreign languages have gone through multiple stages, and they have varied and developed as a result of the increase in the number of those wishing to learn these languages, and we also note the diversity and multiplicity of their goals and purposes of learning those languages in light of the development and scientific progress, whose results led to show up new learning styles that did not exist before, and from these methods referred to by 'Prof. Mahmud Kamel Al-Naqa', and 'Prof. Dr. Rushdi Ahmad Taaima', in their books (3)

1 - Grammar and translation method.

2 - The direct method.

3 - Reading method.

4 - The audio-oral method.

1) Sanford, p. 33, 1979.

2) Chinese, p. 70, 1978.

3) The Camel, Taaima, Methods of Teaching Arabic to Non-Speakers, Publications of the Islamic Organization for Education, Science and Culture 1424 AH / 2003AD, pp. 70-80.

5 - The communicative functional method.

We will present each method, as well as presenting professors and their opinions on these methods, and then draw a conclusion in light of that.

First: Grammar and Translation Method:

This method is known as the traditional method, and it is one of the oldest methods used in teaching foreign languages, and it's used in widespread in the world in the absence of a clear method for teaching a foreign language, that is based on scientific educational, and takes into based on psychological theories of learning in the absence of



theories of sociolinguistics. that are concerned with the role What language performs in life, as well as in the absence of linguistic theories that establish a scientific description of the linguistic, phonemic, morphological, syntactic and semantic systems (1).

This method begins with teaching grammatical rules and explaining them with a long explanation using the original language of the student, which is also used to explain the meanings of the new linguistic elements, and compare them with the target language, and this is followed by the translation of some texts, phrases and structures, and this method is concerned with the skills of reading and writing in the foreign language, without any interest Methodical by listening and speaking; In this method, no attempt is made to enable the student to speak in the foreign language, and it is only used when the teacher asks some questions about what the students have read in order to answer them in the foreign language in phrases that move directly from the read text (2). We note that the most common training here is translation from the Uzbek language into The foreign language, as well as translation from Arabic into the Uzbek language with emphasis on morphological and grammatical formulas, dividing speech into noun, verb, letter, adjective, adverb and so on, and exaggeration in teaching grammar, definitions and formulas to the extent that teaching a foreign language appears with it as if it were limited To teach these patterns as an end in itself, and not to use them as a means of communication and communication. The words were not presented to the student in.

1) Kharma and Hajjaj, 1988, p. 165.

2) The Camel, 1985, p.68.

Useful sentences, or in a general context, but in lists in both the foreign languages and the original language of the learner, and the study must memorize them verbatim, and the sentences that are used were not selected from real life or practical, but rather were drawn up and written to clarify the rule or grammatical formula (1).

We notice that this method is widespread in many places in Uzbekistan, and through my teaching of the Arabic language, I found many Uzbek colleagues and professors apply this method when teaching them the Arabic language, especially in the Imam Center Al-Bukhari in Samarkand, the Imam Al-Bukhari Institute, the Khadija Al-Kubra School, the Kukaldash School in Tashkent and the Mir Arab Bukhara School, as well as some centers and universities that teach Arabic as a second language.

The disadvantages of this method:

A - It distracts learners from translation and is interested in reading, writing and translation skills,

and not interested in teaching other language skills, and the main goal is to educate the student and increase his knowledge of the language, and it's origins and rules, without any interest in teaching the language itself.

B - Teaching the second language is restricted to the teacher's activity with his students in the classroom only and through prescribed books and does not deviate from it. Which leads to the learner's alienation, fatigue and frustration for the large number of grammar and translation courses, and to asking him to master these rules and training to write accurately without error?

C - The learner's feeling bored during learning, due to the lack of educational means that renew educational attitudes and attract the attention of students and learners.

1) Kharma and Hajjaj, previous reference, 1988, p. 165.

Second: the direct method:

This method is called direct. Because it assumes the existence of a direct relationship between the word and the thing, or between the phrase and the idea without the need for the intervention of the mother tongue (1). It adopts the principle of automaticity, which means receiving phrases, and then expressing them in the foreign language that they learn without passing through the mother tongue (2).

This method was the first real reaction to the grammar and translation method. There has been a change in both the content of teaching a foreign language, and the methods of teaching it, and teaching foreign languages has turned to the language he speaks .

People in them daily lives, and focus on mastering oral skills, while banishing the idea of translation and rejecting it in the classroom. And education is made by linking things and their connotations and expressions in the foreign language, and direct coupling between the word and what it indicates, and between the sentence and the position in which it is used.

Listening has also become taught by listening to the language as its people speak it, and the grammar is no longer studied by analysis and direct focus on it, but in an inferential manner through training on useful sentences and phrases (3). This method requires to innovate in presenting the educational material from the teacher, and to innovate in explaining the vocabulary, and the composition without the need for an intermediate language. The learner tends to develop his linguistic fluency without accuracy, and tends to include many foreign vocabularies in the composition of his national language (4)



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- 1) Al-Osaili, 2002, p.62.
 - 2) Al-Homsi, 2003, p.8.
 - 3) Rivers, 1981, p18, 19
 - 4) The Camel, 1985, p. 75.

In addition to the problems that the teacher himself faces when using this method; Not every teacher can use it, and he must have a great linguistic wealth in the new language so that he can think of new meanings when he is asked to re-explain a word or clarify a concept without resorting at any time to the use of the students' national language.

He must also have an innovative personality that is always renewed from the methods of presenting the informational material.

Third: How to read:

This method was devised to feel dissatisfaction with the grammar and translation method, and in an attempt to teach the foreign language live in situations that directly benefit the learners, and a desire to provide a greater opportunity for learners to get acquainted with the foreign language, especially from its written sources.

This method usually begins with a period in which students train in some phonemic skills, then they listen to some easy sentences, and train to pronounce some sounds and sentences, until they become accustomed to the phonemic system, due to the background that the image that a person creates about the phonemic system of a language will participate in developing his communication skills With their symbols on the printed page.

After the student is trained to pronounce certain sentences, he reads them in a text, and the teacher works to develop some students' silent reading skills, then the students read this text aloud, followed by questions about the text to ensure its understanding.

Among the advantages of this method:

1. Its focus on the skills of reading and writing, and this is one of the basics of working in teaching methods that work in this way.
2. Acceptance of this method for the use of the intermediate language or the translation between languages.
3. This method is interest in setting controls to preserve the educational material; this method also took care of controlling vocabulary and hence the emergence of vocabulary lists.
4. This method was not created in response to changes in linguistic concepts or theories of psychology. Rather, the need for it emerged from a practical standpoint. The students' need to learn to read in the second language was greater than their need for other skills,

and it was based on a practical utility and not a philosophical basis. Theoretical.

This method has provided the field of second language education with a pioneering experience in terms of the possibility of preparing programs to teach the language for special purposes, which is here teaching reading (1).

As for the disadvantages of this method, we can summarize it as follows:

1. This method neglecting the oral aspect despite the need for it by non-Arabic speakers, as the oral side plays a major role in learning the second language, especially after the increased interest in learning the skills of listening and speaking to achieve actual communication and communication between people.
2. Focusing on the skill of reading as a basic skill around which teaching the Arabic language revolves, and this may lead to the opposite result, as we find some students lack reading in their native languages.
3. Not preparing for extended reading, whether in terms of choosing topics of interest to students, or in terms of controlling vocabulary, or controlling structures.
4. Not taking into account the individual differences between students, some students feel embarrassed they embarrassed when you ask them to read, especially reading aloud, so the teacher should realize this problem by gradual reading among students, starting with the best, then the average, then the weak, or by using graded reading books.

1) Al-Marashda, p. 46, 2008.

Fourth: the audio-oral method:

It was named by this name because it combines listening to the language first, and giving an oral response with or without a visual component after that.

This method is based on a perception of the language, which is that it's a set of phonemic symbols whose connotations are agreed by community members with the aim of achieving communication between each other, such as if the primary goal in teaching the Arabic language is to enable non-Arabic speakers to have real and useful communication with speakers of it, with the different skills needed by this communication. , And the positions going on around it.

In teaching language skills, the teacher follows the natural order for individuals to acquire them in his first language, by listening to them first, then imitating those around him with words, then uttering some of their words, then reading these words and finally writing them, then we find that the



order of the four skills in this way begins with listening Then speak, read, write.

The use of assistive devices and educational activities is necessary in this method, and it is known that teaching aids convey to the learner the experience in a form that compensates him for his lack of direct contact with it.

Success in teaching a language according to this method requires that the teacher be highly innovative, but teaching grammar does not receive much attention within the framework of this method. The rule is explained through a linguistic arrangement mentioned in the dialogue that the student studies, and it has been noticed that some basic rules are often neglected, and they are not naturally and logically presented in the dialogue until the combinations of the rules to be explained are entered.

Fifth: the communicative functional method:

This method is one of the most important methods of teaching foreign languages, as communication is the basis for learning any language, and the learner's acquisition

The communicative ability enables him to master the foreign language, and to use it in life situations in which he cannot use his mother tongue (Uzbek). The functional communicative method has appeared with the emergence of a fundamental change in the perception of the language itself, the way we describe it, the methods and content of learning and education; As a result of the emergence of new linguistic theories, theories of learning and their implications for learning foreign languages, theories of sociolinguistics that focus on the rules and methods of using language in society, and the linguistic functions that achieve this.

We notice the increasing feeling of the need to learn second languages after the communication revolution and technical progress, and the emergence of the latest technologies, ease of use and speed of circulation.

In light of the foregoing, we conclude that: All of this made a review of the methods of teaching foreign languages necessary, and paved the way for the emergence of other methods, such as the functional, applied method that took another dimension based on the value and role of language in society first, and on learning theories concerned with the learner as a person with his own abilities that are not subject to For external stimuli.

Among the advantages of this method are the following:

1. Having the ability to perform the main function of language learning, which is the process of communication between members of society, and this method emphasizes the importance of the semantic

and communicative dimension instead of the importance of the grammatical dimension.

2. The interest of this method in the four language skills (listening, reading, writing, and speaking (speaking), and working on developing them simultaneously in an integrated way, so that one skill is not preceded by another.
3. Finding out the needs of learners in learning Arabic or the second language.
4. The interest of this method in activities that create real realistic situations for using language, such as asking questions, recording and retrieving information, exchanging ideas and information, developing instructions, and participating in various activities related to reality.
5. Looking at language as a basic means of communication, based on the basic needs of the learners, according to which the learning objectives are determined.
6. Use the language in practical use, and learn from the language what is necessary for learners to communicate in different life situations. Communication is a great feature and an important factor that is one of the most important factors for the success of acquiring and teaching a foreign language.
7. The interest of this method for the learner, and it allows him to play the different roles that the previous methods did not give him, so it allows and allows him to take the opportunity to learn according to his effort, activity and capabilities, and this method recognizes the individual differences between the learners (1).
8. Paying attention to audio-visual educational aids, with careful selection of the method, and ensuring its suitability And its necessity for the prescribed material and its relationship with it.
9. Distinguishing between linguistic and communicative ability. It is not sufficient for the learner to master the rules of the foreign language, but rather to master the rules for communicating with it in different cases so that its use is realistic and real.
10. Paying attention to classroom activities, transforming the classroom into an environment similar to and similar to the general educated environment, and directing students to benefit from activities, works and partnerships outside the classroom.

1) Hajjaj and Khorma, previous reference, pp. 173, 1988 AD.