

## THEORETICAL FOUNDATIONS OF TEACHING SPEECH ACTIVITY IN ARABIC LANGUAGE

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**ABSTRACT:** The use of new pedagogical technologies has its place in the teaching of Arabic, one of the foreign languages. This article explains the methods of improving speech in Arabic. Using this methods in Arabic lessons, adopting students to competence of listening, writing, reading are discussed also.

**Keywords:** lesson, method, arabic language, pedagogical technology, game, role, grammatical rule, technology.

The process of globalization of life and culture is developing wider and deeper, and therefore, in particular, each national culture in the world is an ever-changing element of a single world culture.

The language of each nation plays a huge role in the preservation and development of spiritual and material values. The requirements for teaching foreign languages are constantly increasing. By mastering the language, a person simultaneously penetrates into a new national culture, receives a huge wealth stored by the language.

Teaching methods are an integral component and one of the main academic disciplines in the study of the Arabic literary language in educational institutions. Knowledge of the methodology of teaching Arabic is necessary for future teachers of foreign languages. Currently, there is an acute shortage of educational and methodological literature devoted to the methodology of teaching the Arabic language.

Arabic belongs to the group of Semitic languages and is the official language of twenty-two countries of the Arabian Peninsula, North Africa and the Middle East. Each of the Arab countries has its own peculiar features: economy, government, geography, history, culture, education, national traditions, dialects, etc. Therefore, the regional studies of Arab countries and the Arabic language can be considered different disciplines in the structure of the content and philological training of future specialists. The largest representative of the Spanish-Maghreb scientific school, Ibn Khaldun (1332-1406), in his historical and philosophical treatise "Muqaddima", drew attention to the special difficulty of perception and study of the Arabic language by foreigners: "For those who are farthest from using the Arabic language, its assimilation is the most difficult"[1: 138].

However, an analysis of the theory and practice of modern teaching of the Arabic language in educational institutions at the present stage has shown that the learning process is mainly focused on the development of students' memory, while modern pedagogy focuses on the development of thinking and activation of cognitive activity. The ability to carry out mental activity not only in one's native language, but also in a foreign language is of invaluable importance in the context of globalization, tolerance and national identification of society and personality.

The main communicative purpose of teaching Arabic is to master speech activity. Speech activity (listening, speaking, reading, writing) is one of the main aspects in learning Arabic. It is necessary for the educational and methodological support of independent work in the Arabic language.

The teaching methods chosen by teachers play a huge role in teaching foreign languages. According to the definition of M.I.Makhmutov, "The teaching method is a system of rules of pedagogical interaction determined by the principles of learning, guided by which the teacher and students choose techniques and methods of specific actions leading to the achievement of a certain goal" [7:41]. The teaching method reflects the type of interaction between the activities of the teacher and students, as a certain combination of teaching and learning methods that allows students to successfully master knowledge and skills, apply them in practice, as well as develop cognitive abilities and independence" [6:308].

The following groups of methods of teaching foreign languages are distinguished: 1) direct; 2) conscious (transferable); 3) combined.

#### 1. Characteristics of the direct method:

- the native language is excluded from teaching;
- the main emphasis is on teaching oral speech through intuitive language acquisition;
- reading and writing are only a means of consolidating learned foreign words and phrases;
- grammar and translation are relegated to the third place as techniques.

Proponents of the direct method of the 20s of the twentieth century in Russia: E.A. Fechner, K.A. Ganshina, D. Shestakov, E.I. Spendiarov and others. N.K. Krupskaya spoke about the direct method as follows: "The easiest way to learn language is through communication.... The best means of initial language learning would be the widespread communication of children speaking different languages" [5:70]. The purpose of this method is just to liken learning to such communication.

In the opinion of T.A.Shaikhullin, this method has the following positive aspects:

- practical orientation of learning (acquisition of skills in the language being studied);
- increasing the motivation of trainees due to the proximity to the real environment;
- interference of the native language is excluded.

However, the author believes that the direct method has serious drawbacks:

- the depth of language learning is not provided due to the exclusion of grammar and translation;
- the accuracy of understanding foreign words (especially abstract concepts) is poorly ensured;
- the role of educational texts is underestimated, since the center of gravity is shifted to spoken language [10:8].

2. The conscious-comparative method involves paying great attention to translation. For example, E.K.Chaplina argued that "translation is the most effective way to assimilate linguistic material and a means of consciously comparing the structure of two languages" [9:72].

I.V.Rakhmanov argued: "Since thoughts exist only on the basis of linguistic material, and students think in their native language, the only way to understand what they read or heard is to translate into their native language aloud or to themselves" [8:128].

Thus, the main characteristics of the consciously comparative method of learning foreign languages are:

- comparison with the native language;
- enhanced role of grammar and theoretical explanations;
- emphasis on teaching reading and translation (direct, reverse, oral, written).

The positive sides of this method are:

- the accuracy of the learners' understanding of the words and expressions of the language being studied;
- paying great attention to working with educational texts.

In our opinion, there are a number of disadvantages in this method:

- The attention of students is divided between the native and the studied language, moreover, attention is focused more on the familiar native language than on the foreign language being studied. It seems to us that students' understanding is carried out mainly with the help of their native language.
- Exaggeration of the role of grammar and excessive theorizing.
- Insufficient attention is paid to the teaching of oral speech.

3. The combined method involves extensive familiarization with the language being studied, its lively colloquial speech, reading, writing, grammar. When using the combined method, students acquire communicative competence, that is, the ability and willingness to carry out foreign language communication.

The desire to teach a foreign language as a non-native language in the process of real or educational speaking, listening, reading, writing is becoming a leading trend in teaching. Therefore, some researchers, for example, M.L.Weisburd, believe that nowadays the main method of teaching a foreign language is activity-personal-communicative [2:30].

In Russian linguodidactics, the theoretical foundations of the communicative methodology for foreign language communication were first outlined in 1977 by E.I. Passov, who is rightfully considered its founder in Russia. Representatives of the Lipetsk methodical school E.I.Passov and his students S.S. Artemyeva, M.P.Bazina, J.I.Igumnova and others have developed a system of communicative teaching foreign language communication, which has been successfully used by many foreign language teachers.

The combined method, recognized by scientists and research teachers as fundamental, has been dominating the teaching of foreign languages for several decades. E.I. Passov, S.F.Shatilov, G.V. Rogova, N.I.Geiz, I.L. Bim, A.A. Leontiev, P.B. Gurvich, etc. they are supporters of this method. We are also convinced that the integration of methods is taking place at the present stage. The

effectiveness of a particular method depends on the goals and conditions of training, on the category of students and many other factors [10:13].

A retrospective analysis of the evolutionary development of methods of teaching foreign languages (direct, consciously comparative, combined) revealed the insufficient use of elements within their framework that activate students' thinking. Problem-based learning helps to activate thinking.

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