



Methodological Competencies Used by Future Teachers in Teaching Arabic

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Annotation

The article discusses the concept of competence, the integration of its components, the methods of teaching Arabic used in Arab countries, the strategy of private tutoring, technological innovations in improving the effectiveness of education, e-learning.

Keywords: competence, cognitive qualities, motivation, method, speech skills, oratory, deductive education, inductive education, integrated text method, selective method, programming, modeling, multimedia

The word "competence" is derived from the Latin word "campetere" - to be suitable, and in its broadest sense it means the ability of a person to act effectively leading to success by applying knowledge and abilities. Its difference from knowledge is that it is determined and evaluated only in practice. The term "competence" is widely used not only in pedagogy, but also in the fields of linguistics, jurisprudence, and culture [1].

Competence means a set of interrelated qualities of a person, defined in relation to certain subjects or processes, and in relation to which it is necessary to act effectively and efficiently.

Personal qualities are grouped into blocks that develop skills, competences and activity methods for the implementation of educational competencies:

1. cognitive qualities - the ability to ask questions, to find the reasons for events, to show that one does not understand the question, etc.;
2. creative qualities - inspiration, imagination and sensitivity to conflicts; emptiness of thoughts, feelings; prognosticity; criticism; the existence of one's opinion, etc.;
3. organizational qualities - the ability to study and explain it; the ability to set a goal and achieve it; reflexive thinking and self-evaluation, etc.;
4. communicative qualities related to other people;
5. ideological qualities that determine the student's emotional and value characteristics, self-knowledge and self-action; the ability to find one's place and role in the world, family, community; national and universal aspirations, patriotic qualities of a person, etc. [2].

Schematically, the formation of competence in the system of knowledge, skills, skills is presented in picture #1. It can be seen from the picture that the closer the knowledge, skills, and abilities are to each other, the higher the competence, and this determines the level of competence of a person.

Competence is the result of mutual integration of several components:



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- 1) motivational - expressed by interest in activity and the presence of personal meanings for solving problems;
- 2) purposeful - related to the ability to set personal goals, the ability to plan actions;
- 3) directional - provides consideration of external and internal levels of activity;
- 4) functional - knowledge, skills, work methods and information literacy are used to form personal activity models and make decisions;
- 5) control - the presence of specific measures of activity and its results;
- 6) evaluator - self-analysis and adequate assessment [3].

It is necessary to constantly study oneself, one's strengths and weaknesses, and gradually form a nucleus on which not only professional, but also personal development is focused, leading to good results. The more progress they make in professional development, the more they develop as individuals. Since the future teacher works with people, the development of his personal qualities is a powerful tool [4].

Thus, the concept of "competence", analysis of the content of definitions allows us to determine some basic positions related to its structure: 1. Existence of a certain system of knowledge, skills, qualifications; 2. personal qualities, characteristics, reasons; 3. motivation, ability and preparation to perform certain functions based on the system of knowledge, skills and personal potential. In our opinion, competence is a set of requirements, powers, rights and obligations, a generalized method of action that enables a person to effectively solve tasks in a specific activity. As a result of his theoretical research, I. V. Georte distinguished the following in the structure of professional competence [5]: a) motivational and value-based b) cognitive c) activity-based g) personal d) reflexive.

The differences between traditional and competency approach in education are:

- main goal: in traditional education, knowledge leads to personal success, while in the competence approach, knowledge is replaced by experience in independent problem solving.
- problem solving is viewed through the method of knowledge consolidation, and in the competence approach, finding solutions to various problems is the content of educational activities.

Arabs use the following methodology:

A comprehensive plan that a teacher uses to achieve language learning goals is a language teaching method. The method includes the methods and procedures that the teacher follows, as well as what he uses in terms of teaching material and specific tools. There are many ways to learn foreign languages, and none of them can be said to be best for all students in different environments and circumstances. Each method has its own differences and disadvantages, and the teacher should familiarize himself with these methods and choose how they fit the learning situations he faces.

The most important methods used in teaching Arabic to non-Arabic speakers are:

- 1) method of translation and grammar:

Sheth is one of the oldest methods of language teaching, and as its name suggests, its first purpose is to teach the rules of the Arabic language and encourage the learner to memorize and memorize them. The learning process in it depends on the translation between two languages: mother tongue and Arabic, and this method focuses on the development of reading and writing skills in Arabic and neglects speaking skills. In addition, too much emphasis on learning grammar prevents the learner from acquiring the same language. Since the lesson focuses on general grammatical rules as a means



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of language control and correction, the grammatical analysis of sentences and texts does not allow the student to master language elements sufficiently.

Among the most important principles of this method, Rushdi Taima includes the following [6]: Language 1 is a system of rules derived from linguistic texts in general, and familiarity with these rules is a prerequisite for language practice. 2nd language learning is a mental education that can be considered as a mental activity that involves learning rules, memorizing them, and connecting the learner to experience in his native language through translation. 3 A student's first language is a reference system for acquiring second language skills.

2) direct method: The advantage of this method is that it pays a lot of attention to the speaking skills and a certain situation is directly between the translated sentences establishes a connection. This method is sometimes called the natural method, because its historical roots go back to the natural principles of language learning, which means that a foreign language can be learned naturally, with the help of which the child learns his mother tongue. One of the unique aspects of the method is that the learner of a foreign language learns to think in this language [7]. Nevertheless, it quickly activates the student in the process of self-expression in a foreign language and in poorly prepared situations, leads to the development of speech without clarity [8].

One of the advantages of the method is to pay great attention to speech skills and establish direct communication between sentences in which a certain situation is translated. The method was attributed to the German linguist Wilhelm Victor. This method is based on several approaches, the most important of which is that the goal of the language learner is that he can learn to think through the Arabic language, using topics, things, ideas and relationships that are similar or similar to words or terms. connects directly to things. Among the approaches that rely on this method is the fact that the student can learn any foreign language in the same way that the child learns the first language, and in the formation of learning skills in the Arabic language curriculum: listening, speaking, then reading and finally writing. The use of conversation and small stories in teaching language skills has also been pioneered. Nevertheless, it "quickly activates the reader in the process of self-expression in Arabic and in various situations.

(3) reading and memorization method: In this method, students are taught to memorize the Qur'anic verses and Arabic grammatical rules [9]. The purpose of the memorization and reading method is to evaluate the students' ability to master the material by measuring it. The method is related to a study conducted in 1867 by a group led by researcher Clara Marcel of the University of Chicago in the United States. One of the advantages of the method is the control of the teaching material presented in the language program. As for the disadvantages of the method, it pays less attention to skills such as speaking, listening, and writing, and the main attention is paid to reading.

(4) oral growth method:

One of its most important features is that the method focuses on studying the phonemes of the Arabic language along with the grammatical system. In this method, it is possible to introduce the student to a new language by forming in his

memory the words he hears and their situations, and to use this word combination by modeling. Intensive use of audio-visual aids will help the teacher to teach students' language models. Two factors directly contributed to the emergence of this method. A number of linguists and psychologists study unwritten Indian languages in the US if the first factor. the development of



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means of communication between peoples is its second factor. Learning through its rules and principles is the shortest and clearest way for a learner to think about the language he is learning, one of the proven facts of foreign language learning over the years. This method leaves a lot of time between oral and written presentation of the learning material. Most people do not understand the meaning of words unless they see the written form as well as listen to it. This method dominated foreign language teaching programs until the late seventies of the last century and is still the dominant method in Arabic language teaching programs. Among the most important assumptions and principles of teaching this method are:

- a) language is primarily speech, and writing is a partial expression of speech. Therefore, the interest in learning foreign languages should be focused on speaking rather than reading and writing.
- b) teaching a foreign language should be done in a certain sequence. That is, the student first listens, then says what he listened to, then reads what he said, then writes what he has read.
- c) the method of learning a foreign language is similar to the way a child learns his native language: first he listens, then he imitates what he listens to, reads, writes.
- g) Developing language skills through practice is the best way to learn a foreign language.

According to Rushdie Toaima, one of the advantages of this method is that it gives great importance to communication between people in learning each other's languages. This method leaves a lot of time between oral and written presentation of learning material [10].

5) communication method:

The ultimate goal of this method is to enable the learner to use the foreign language as a means of communication to achieve their various goals. This approach treats language not as a set of self-contained structures, but as a means of expressing various linguistic tasks. For example, command, request, description, prohibition, etc. It is presented to the student's mind through the growth of the communicative level through various activities in the learning process, not based on the linguistic acquisition of the Arabic language. It is a method related to creating specific situations in the language being learned, that is, using the skills of

sharing information and ideas, asking questions, discussing problems, writing and receiving information. It goes back to the concept that "the main task of language is communication, and the purpose of language learning is to develop communicative competence, not to pay attention to linguistic competence". One of the advantages of the method is that it combines many advantages of the previous methods and adds to them based on the shortcomings it finds. One of the disadvantages of the method is that language skills are not viewed from the point of view of each other's location and priority, but instead depend on the communicative situations in which the teacher teaches his students. And "language teaching according to this doctrine, especially for those who want to continue their studies in academic centers and universities, including those who study Arabic for religious purposes, this method will not achieve their goals.

6) speaking method. This method is considered one of the oldest teaching methods adopted by teachers, and it is still used in practice, and it is also called the lecture method or the news method.

7) method of teaching language grammar. There are a number of methods used in teaching Arabic grammar, including: the standard method. The main focus of the teacher is on conveying information and results directly to the mind of the student. In it, the teacher gives a specific grammar rule, and then asks the students to apply it according to this rule, it differs in that it does not take



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much time, because the teacher can convey his ideas in a short time. will be able to convey to the students, and it does not require much effort on the part of the teacher and the student. Since this method makes it only a tool for storing information, it excludes the role of the student in active participation in the learning process. In addition, this method contradicts the laws of learning from the simplest to the most difficult, since it teaches from the most difficult to the easiest.

Deductive learning is an approach to language teaching in which students are taught rules and given concrete information about language. These rules are used

in language practice, which is the basis of the grammar-translation method. In inductive learning, on the contrary, grammatical rules are not directly learned, but are "discovered" by students based on language experience.

8) integrated text method: the material (audio, written, read) is taught as a whole and the linguistic text is considered as an integrated educational tool. The availability of educational materials (reference books, magazines and newspapers, supplementary books, encyclopedias, television programs) is more important than educational devices, because their availability leads to the acquisition of necessary experiences for students. In the learning process, the teacher must connect reality and language. This method is similar to the inductive method in many ways, but it differs from it in the coherence of the text, since the texts of this method are connected with each other and give complete meanin , while the texts of the inductive method are whole, meaningful and connected to each other.

Consists of unrelated texts. In addition, this method introduces students to the meanings of the language and allows them to better understand their meanings. But the difficulty of obtaining a complete logical text is one of the disadvantages of the method.

9) translation method (grammar-translation method): This method is the oldest method of teaching foreign languages and goes back to the past.

10) selective method. This method came about by responding together to translation, rammar method, direct method and audio-verbal method, and trying

to benefit from these three methods simultaneously. Proponents of this method emphasize that the success and efficiency of the foreign language learning process should be achieved not by using one teaching method, but by using several methods suitable for the student [11].

Research has shown that some teachers use the grammar and translation method, the oldest known teaching method in many parts of the world. In addition to the basis of method selection, there are also method selection criteria, namely:

a) contextual: that is, the method presents all new language units in a meaningful context, which increases the value of learning them in the student's life.

b) social: that is, to ensure maximum forms of communication between students.

c) programming: that is, using previously learned language content in a new language content and presenting this new content in relation to its predecessor.

g) modeling: creating good models that can be imitated in language teaching, variety.

d) practice: each student is given the opportunity to practice new language content under supervision and control

e) self-direction: that is, it gives the student the opportunity to show maximum reaction and develop self-control Each teaching method that can be used to teach Sheth has its own advantages. Each



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method has its advantages and disadvantages. Some of the previous methods can be considered complementary. There is no single teaching method that fits all purposes, all students, all teachers, and all types of foreign language programs. Rather than being committed to one particular teaching method, it is important to choose a teaching method based on the student and their needs. A teacher should feel free to use methods that are appropriate for his students, regardless of whether these methods are related to different teaching methods. Thus, a teacher can choose from each method the method or methods that best meet the needs of his students and the educational situation in which the teacher finds himself.

Technological innovations represent innovative solutions to the many problems of teaching Arabic as a second language in order to increase the effectiveness of education and make it more effective in proportion to the nature of the present era. Modern pedagogical technologies include text, graphics, and multimedia in learning Arabic as a second language [12]. There are modern language rooms, information display device, electronic board and satellite (visual and audio) devices that represent computer and internet integration enriched with modern technical innovations [13]. They provide the necessary experience that helps to achieve educational goals [14]. The trend of creating online courses by using presentations designed for special classes, i.e. online learning environment, virtual learning environment [15].

The development of computers has led to the emergence of modern generations of devices and software, called multimedia devices and software. Online systems for conducting courses have appeared. As a result of the availability of these courses on the Internet, educational courses were presented before the advent of systems: in the form of files sent by e-mail or in the form of printed pages on a website without a real educational environment. This integration has fueled the trend to create a system that delivers courses through presentation methods: online learning environments, digital learning environments, or virtual learning environments.

There are many systems for delivering courses, as it has approached fifty systems for delivering courses directly on the Internet, according to the criteria of each, and the most well-known and most widely used of these systems is Moodle, Webst, Blackboard, Learning Space [16].

One of the important educational tools used in teaching various language skills is the computer. Today, effective use of technology in education is of great concern at global levels and is of great interest to educators, policymakers, researchers, and planners.

Many researchers have studied the impact of computers on language learning and skill development. In particular, Al'-Djamal (2004) studied the use of computer-assisted tutoring strategies in secondary school students' learning of subjects and their attitudes towards computers. The research sample consists of forty female students, divided into two equal groups: experimental and control. The researcher also stated that it is difficult to implement the computer-based tutoring strategy in Jordanian schools due to the presence of some obstacles, including: lack of software based on the private tutoring strategy and insufficient number of computers. came to a conclusion.

A computer is one of the features of mastering sound, texts, images, movements and video clips among other media.

Computers also increase cooperative learning among students because it helps students work in groups and thus students learn from each other. The use of the computer allows all students to participate in the learning process, it helps shy students who are afraid of making mistakes in front



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of their peers, the computer is the student himself. removes the psychological burden of the student by providing opportunities for independent learning.

E-learning, communication between a teacher and his students or between students at any time and from any place, occurs with the development of information and communication technologies, various means of communication such as e-mail, discussion forums and chats, and it encourages students to participate, interact and exchange ideas on the topics presented. This increases the opportunity to benefit from the ideas and suggestions put forward and integrate them with the student's own thinking computers are a modern educational tool in language teaching because they contribute to creating a better learning environment that makes learning more interesting and self-sustaining. This advantage increases with the use of the World Wide Web. There are many programs for preschool, elementary, middle, and high school students. The computer can be used for language teaching in the following areas:

Reading

There are some programs on the computer that are designed so that text appears on the screen, filling in a series of blanks, true or false, or multiple choice, or the meaning of a word from the text. objective questions are asked, such as asking about

Text processing

Here, the program selects a sentence of text, then randomly places it and asks the reader to restore the sentence to the correct form.

Reading speed

With the help of a special program that uses the element of time, it is possible to develop the skills of rapid reading and avoiding verbatim reading by students, in which the text is displayed on the screen for a certain time, after the text disappears, the student answers questions will appear to ask. Or the reverse process is carried out, the questions appear first, and the text appears after them. One of the advantages of these programs is that they give the student the ability to control the desired speed so that they can switch to higher speeds if they are moving forward.

Writing

Word processing programs allow you to revise the written text, make corrections and save its old copies. Or writing on a computer using Light pens [17]. It allows you to save all the notes made on the road or in the office, and then get their digital copies without scanning. And most importantly, it is possible to draw online in a familiar and convenient way, without using a mouse. One of the most advanced technological tools used in the educational process today is the use of interactive touch boards, some of which are processed by touching the screen with the hand, and others are processed by a pen and written in electronic form, as well as the computerization of various applications on it. can be used and displayed on the screen.

Pronunciation and intonation.

There are computer programs for language laboratories that help recognize sounds and then perform pronunciation and intonation with special listening and repetition exercises using digital speech technology, because these programs allow analyzing and distinguishing different vocal patterns.

Conversation



There are special programs to develop students' speaking skills. These programs may contain conversations that are often used in real life. Through it, the student learns to ask and answer questions.

Arabic grammar .

Arabs are taught using a computer and its various programs [18]. One thing that Arabic-speaking teachers have in common is that they often use the spoken language (dialect) of their country to teach Arabic, so that it is more accessible to students (both Arabic-speaking and Arabic-speaking nonspeaking) conveys the linguistic habits of that country. Most teachers who teach Arabic to non-Arabic speakers are non-Arabic teachers.

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