



## ARABIC LANGUAGE TEACHING METHODOLOGY

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### Abstract:

The article names three periods in the history of the development of the Arabic language. The main types of training for students in the study of the Arabic language are practical classes.

**Keywords:** Arabic language, terms, concepts, development, people, students, semantics, structure, form, occupation.

Arabic is one of the ancient oriental languages and belongs to the southern branch of the Semitic languages. Three periods are distinguished in the history of the development of the Arabic language: 1) ancient 2) classical 3) modern literary language The entire terminological and conceptual apparatus of Islamic sciences has developed in Arabic. Literary

The Arabic language unites Muslims all over the world. In the vocabulary of the languages of people who profess Islam, there is a large number of Arabic lexemes (in some languages, up to 40–50% of the vocabulary). Scientists emphasize the scientific nature of the Arabic language as the language of Islam, its accuracy, and the breadth of the semantic field of terms. In the Islamic dictionary, the semantic field, in which the conceptual structure, designated by the central word or term, is inscribed, intersects with other semantic fields and turns out to be correlated with their structures.

Various methods are used as the main forms of educational activity in the practical classes for learning the Arabic language: explanation of the material, survey, exercises, conversation, discussion, etc. [1, p. 123]. The effectiveness of mastering the academic discipline is determined by the comprehensive teaching of the language.

The interconnection and interdependence of all aspects of the language are ensured by the selection of educational material, a system of exercises, and the unity of requirements. Complexity, that is, combining the development of grammatical, lexical, and phonetic correctness of speech, is the practice of oral and written speech. One of the leading forms of teaching the Arabic language is independent work.

a) independent work during the classroom; b) independent work outside the educational institution





The teacher organizes independent work in the classroom in such a way that for a certain period of time an individual student, several students, or the whole group performs any tasks, and the presence of the teacher gives them the opportunity to receive any necessary information from him in the course of its implementation, and the teacher can at any time monitor the progress of students. Independent work in the classroom should be based on developed reading skills with direct understanding and listening in order to organize a conversation or discussion with the participation of the teacher. Outside the educational institution, students work individually, and the teacher must explain to them how to work with textbooks, teaching aids, and references.

literature. Tasks can be planned for a week, a month, or a semester and must correspond to the educational and methodological complexity of the discipline. Of particular importance is the issue of quality control in mastering the material passed on by students as a reliable basis for the formation of professional skills and abilities. A prerequisite for ensuring the strength of students' assimilation of the acquired knowledge is the development of exercises on the topics studied and the conduct of tests, which must meet the following requirements: in the classroom: c) contain a series of tasks that are repeated by type (in order to reduce study time to explain the requirements for their implementation); d) contain both classroom and extracurricular tasks.

Written work is recommended to be carried out after studying certain topics, with subsequent analysis of the results. This allows us not only to reveal the picture of students' assimilation of knowledge but also to re-examine the most difficult issues. The main types of training for students in the framework of the study of the Arabic language are practical classes, which are the main part of the professional language training of students, ensuring the development of their general, communicative, and professional competence. The student must acquire the correct pronunciation skills, be able to freely and correctly use the grammatical structures of the Arabic language, and learn lexical material for use in all types of communicative activities, selected in accordance with speech actions, universal concepts, themes, and situations.





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