



**FORMATION OF STUDENTS' COMMUNICATIVE
COMPETITIONS AS THE MAIN PURPOSE OF STUDYING
ARABIC LANGUAGE IN THE UNIVERSITY**

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Abstract:

The article emphasizes that Arabic is one of the six working languages of the UN. The main purpose of studying the Arabic language at the university is named.

Keywords: Arabic language, university, student, teacher.

In modern conditions, the Arabic language, along with other world languages (Russian, English, French, Spanish, and Chinese), is included in the working languages of the United Nations. This indicates that on our planet, a huge number of people speak this language. Arabic is one of the ancient oriental languages, and today it unites not only all Arabs but also Muslims from all over the world. This means that this language was widely spoken outside of Arab countries. Due to this, a large number of Arabic lexemes began to exist in the vocabulary of the languages of the peoples who profess Islam, in some languages reaching 40–50% of the vocabulary. The introduction of the Arabic language occurred historically with the spread of Islam. The Turkic peoples perceived Arab culture and philology and contributed to its development. Not all Arabic philological works on the Turkic languages that have come down to us were written by the Arabs themselves; a significant part of them were created by the Turks who assimilated the Arabic culture. Literature in Arabic retained its vitality until the second quarter of the 20th century, when people spoke literary Arabic, and among them were those "who knew all the traditional methods of classical Arabic poetry and easily used its forms in their literary practice." Then, gradually, this language was supplanted by other languages, but people's interest in it did not dry up. Today, when studying the Arabic language in higher educational institutions, teachers draw students' attention to the fact that it should be studied starting with the grammar of the Arabic language, gradually moving on to studying the structure of speech and various ways of expressing thoughts in this language. Since a conceptual structure is inscribed in the semantic field of this language, which is indicated by a central word or term, it intersects with other semantic fields and turns out to be correlated with their structures. In addition, this language has developed an original writing system





containing special superscript and subscript characters that make it easier to understand simple and complex syntactic constructions. It is important that the main purpose of studying the Arabic language at a university is to form students' communicative competence in the aggregate of its components.

Among them are educational and cognitive (for the further development of general and special educational skills), as well as speech, language, and socio-cultural (introducing students to the culture and traditions of the Arab countries) competences. The main types of student training within the disciplines studied 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 competently use the grammatical structures of the Arabic language, and learn lexical material for use in all types of communication activities, selected in accordance with speech actions, universal concepts, themes, and situations.

Various methods can be used as the main forms of learning activities in practical classes: explanation of the material, questioning, doing exercises, conversation, discussion, discussion. The effectiveness of mastering the academic discipline is determined by the comprehensive teaching of the Arabic language. The interconnection and interdependence of all aspects of the language are ensured by the selection of educational material, the system of exercises, and the unity of requirements, which combine the development of grammatical, lexical, and phonetic correctness of speech.

During the period of practice of oral and written speech, students work individually, and the teacher must explain to them how to work with textbooks, teaching aids, and reference literature. This should be accompanied by an increase in linguodidactic requirements for the quality of educational texts and textbooks in the Arabic language, which should be interesting and emotional, "aimed at the individualization of learning by means of specially designed educational texts focused on different cognitive styles" [1, p. eleven]. This is a very constructive approach that can be successfully implemented using the resources of modern educational technologies.

Thus, students are happy to learn Arabic as a second foreign language because it opens up even more opportunities for self-realization for young people.





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