THE ROLE OF A NEW APPROACH IN TEACHING ARABIC

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ABSTRACT: The use of new pedagogical technologies has its place in the teaching of Arabic, one of the foreign languages. In this article shown specific aspects of teaching on the basis on intractive methods that considered current demand. Using this methods in Arabic lessons, adopting students to competence of listening, writing, reading are discussed also.

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

Arabic belongs to the group of Semitic languages   and is the official language of twenty-two countries in the Arabian Peninsula, North Africa and the Middle East. The Arabic language can be considered various disciplines in the structure of content and philological training of future specialists.

An Arabic language teacher is often forced to project methodological techniques and forms of pedagogical activity developed for another foreign language when teaching Arabic. A similar phenomenon of transfer of forms and methods of teaching is also manifested in the use of advanced technologies in teaching the Arabic language.

After the independence of our republic, there was a great change in all areas, including education. Especially the attitude towards foreign languages has changed dramatically, the demand for language has increased. Now modern, every student who vividly imagines his future sets himself the goal of learning foreign languages. An educator and his teaching style occupy a large place in the development of this student as a qualified language proficient. Therefore, the educator is required to use special technologies and the skill of selective use of these technologies in strengthening each topic, explaining it in a specific style.

In the process of teaching Arabic, new pedtechnologies are used. Their use in strengthening a new topic will be more effective.

The fulfillment of the pedagogical goal and the achievement of a guaranteed result depend on the collaborative activities of the teacher and the student, the goal they set, the chosen topic, style, form, medium, that is, technology. At the same time, it is necessary to design the educational process in advance. In the process, the teacher must take into account the specific side of the subject of study, the place and conditions, the main thing is that students are able to organize opportunities and needs and collaborative activities. Only then can the desired guaranteed result be achieved. In short, it is necessary to bring the student to the center of education.[2;16-17].

However, in our opinion, it is good to take classes in a playful way, but it is program that covers a specific topic and does not go beyond the scope of the program.

A.Tyukov believes that regardless of the way in which any game is designed, each of them must fulfill the following requirements:

- the integrity of the imitation of the professional circle, the structure and processes that apply to the imitation of the game should have a general plot or a main theme that reflects the main reality;

- orientation towards independent organization;

- the problem of training.[1;14].

Now we want to show the technologies of teaching the Arabic language. The game" universe of letters " is primarily played after 28 letters in Arabic have been crossed. The order of conduct of the game is as follows: in the first of the 3 boxes placed on the table there will be elongated vowels, in the second the letters of the moon (qamariya) and in the third the letters of the sun (Shamsiya). Students take turns and draw letters from the boxes they want in order and make a word out of them. In this case, the student is allowed to compose different words, replacing the positions of these 3 letters. For example, suppose the student took the letters اكل. From this letter z, the student can compose words such as كلا,اكل,كل,كل. This gives the student the opportunity to think freely. The rest of the students make words and write them in their notebooks in the same way.
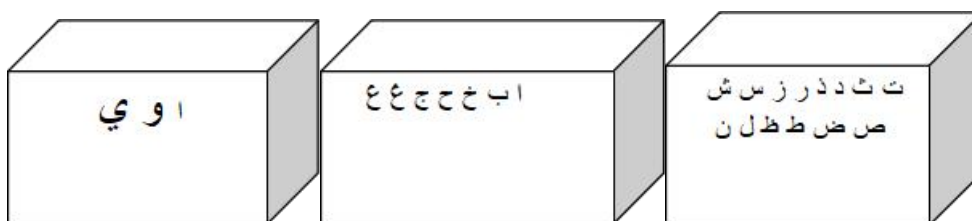
Note: If it is not possible to make a word from the letters that have come out, the teacher should help. This game will help the student quickly recognize letters, quickly compose from letters, and on the basis of this, their vocabulary will become richer.

The following survey sheet is distributed to each student. In 5-7 minutes, students will be able to determine the correct answer. Then the correct answer is shown by the teacher through a slide, students compare their answers with the correct one. They evaluate themselves based on the criteria specified after the correct answers have been determined.

  Tenology "Project" **-** recommended for the teacher to draw up a technological card of the lesson or to switch to a new theme. For example, before proceeding with the grammatical topic"Word categories in Arabic", students are given word categories in Uzbek grammar, and then divide the board into 3 parts. Part 1 is written" noun", Part 2 is written" verb", Part 3 is written" letter". Students are required to divide the word categories in Uzbek grammar into 3 as much as possible. After the students complete the task, the teacher will interpret the "word categories in Arabic"according to the answers of the students.

"Sinkwein" technology is a technology consisting of 5 parts, with 1 word in Part 1, 2 adjectives in Part 2, 3 verbs in Part 3, 4 thematic phrases in Part 4, a synonym for word in Part 5.

1) بيت

2) نظيف   مريح

3) وقع زين   اطل (علي)

4) ليس فيه شيء زائد

5) منزل

This technology will help the student to compose a small text as well as grow his creative abilities.

Numbers can also be used as lexical games. The course of the game: two teams are formed. The teacher says the number or order numbers. The first team says the previous issue while the second team says the next issue. Depending on the number of counts or ordinals, for each error, the team receives a penalty point. The team that covers the penalty points wins. From such a game, the goal is to form student skills by number and ordinal numbers.

The technology of "From the stairs to the stairs " can be explained using the theme of "Number category in Arabic". Students are divided into three groups. The first group is distributed" numbers from 1 to 10", the second group is distributed" numbers from 11 to 19", the third group is distributed a summary review of the topic covered by" numbers from 20 to 99", and the 1st Group is distributed Red, Group 2 is distributed green, and Group 3 is distributed blue felt-tip pens and sheets of various shapes. Teams read and study the subjects given to them within 10-15 minutes after which the teacher collects the handout material. Students express their opinions on the given sheets. By each group, a representative comes out and explains the topic given to them to the students of the other group, and the sheets on which the topic is covered are placed on the board one by one in the form of a stair. Once the groups share the topics they are given, the teacher evaluates each group based on their response.

As a conclusion, it can be said that experiments show that all pedtechnologies in teaching Arabic are difficult to achieve a goal precisely through their own use. In order to achieve the effectiveness of pedtechnologies, it is possible to strengthen the student's knowledge and form the necessary language skills and qualifications in them by changing and adding new elements to it, depending on the nature of the language.

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