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REVIEWING THE ARABIC TEACHING METHODS IN LIGHT OF MODERN EDUCATION

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Abstract

The teacher must be fully prepared to develop an integrated plan in all aspects of culture, science, psychology and the environment in order to find the best way to reach the nominal goal, taking into account the time and level of the students and their ages, motive and other private general conditions. The modernization of the Arabic language teaching methods has become necessary to serve Arabic literature, in addition to linking it with the growing needs of our Arab society, and get rid of old method. There is also need for a deeper art appreciation and aesthetic in the curriculum of literature teaching rather than collecting and memorizing. This research attempts to stand up to modern methods in determining the methods of teaching Arabic language by giving specific models to these methods.

Keywords: Arabic; Education; Teaching; Methodology.

1. Introduction

The researchers have listed two ways to teach the language: public, private. The public technique is based on scientific methods, where the most important methods are:

- A. Based on the psychological method, it is necessary that the teacher uses special behaviors in the lesson to suit students' and their ages.
- B. Make lessons depend on reason and experiences, not on imitation and indoctrination.
- C. Graduation with pupils from easy to hard, from macro to micro, from simple to complex, from active to passive, so student have a positive role in the lesson.

As for the private methods, which are resorted to by each teacher in order to reach the designated purposes of the material that is taught, for example the language has special methods in teaching, history, geography also has special methods in teaching and so each science has a special method in teaching.

Although each teacher has his own way of teaching, it is necessary to consult the views of the psychologists and the experience of the specialists to be successful in his job. The goal of this research is not to restrict the teacher during the lesson, but the purpose is to be a special help to the teacher of the Arabic language in order to succeed in his lesson because the private techniques have become the requirements of a successful teacher (Mojawer, 1969).

The study of the private techniques is based on the following principles:

- A. To rise the real problems of teaching Arabic language, so that those who teach it can stop these problems completely.

- B. To explain the means and methods that help teachers of Arabic language to promote students in various stages of education in proportion to the characteristics of the mental, physical and linguistics development of the students.

2. Recent Trends in Language Teaching

Because of the technological and cognitive development, some concepts related to language teaching have emerged, which can be summarized as follows:

1. It was prevalent at the beginning of this century that modern language can be acquired as any other habit in our daily life, so the language seen as a set of facts that the teacher has to teach it to the learner then the learner has to learn it by heart, thus he will be proficient in the language.
2. As for Belyayev, he believes that learning the language is a different training from learning the school subject, because it is not a matter of acquiring a particular knowledge or understanding facts.
3. Accordingly, the language is a set of habits, like other behavioral habits, it is structured so that it can be studied on the one hand and can be taught on the other hand, this what Skinner said in his book “verbal Behavior.
4. The ability to use the language is considered a skill. The skill is an excellent performance in time and effort based on understanding. According to Skinner (1957) here are some ways to help acquire skills:
 - a. Practice and repetition: are considered essential for acquiring skill. Thus, if a student learns grammar, it is not enough to memorize it, but rather to practice it in life situations.
 - b. Orientation: it is intended to guide the learner to acquire linguistics skills and draw attention to their mistakes and weaknesses point in the best methods.
 - c. Role model: Teachers must master language skills, because that helps the language learner to acquire the language skill.
 - d. Encouragement: is an essential role in the success of the educational process, it leads to enhance education and progress in acquiring the skill.

The researcher and educational psychologists believe that acquiring the skills of any language requires to put the learner in an environment full of language stimuli which helps him to acquire the language, such as school activities, magazines, plays, seminars and other events. Modern education also considers that language skills are represented in conversation, listening reading and writing.

As conversation and writing represent the transmission of meaning, while reading and listening represent the reception, so the language teachers should train these skills within the framework of integration. Since teaching a child reading without training to converse and listen, he will fail.

3. Techniques in Teaching the Language

As mentioned previously, we live in the era of science and technology. The educational technology has developed rapidly so modern education has adopted these data and it used a particular means to teach the language and bring the concepts to mind, especially in the early stage. This is because the means used in teaching inspire activity inside the classroom. As much as the teacher takes care of using the educational technology, this will lead to the success of the educational process if it is used in the appropriate time. Where the teacher of the language can enrich the experiences of their students through the multiple techniques such as shows films and pictures and make a discussions so it will be an opportunity for oral conversation and others linguistics exercises (Harris, 1960).

These educational techniques aim to achieve the goals in proportion to the learners. In order to reach the goals quickly and effortlessly, educational techniques can achieve the desired goals only if the teacher believes in its benefits and he was enthusiastic for use them, because the teacher considers the organizer and the leader for the cognitive and educational activities. Human consciousness is very important because it contributes to creativity, so the relationship between the teacher and the learner is a humanitarian relationship, thus technology cannot replace the teacher role (Anderson, 1955).

Nevertheless, it is not enough to say that the humanitarian aspect is sufficient, so teachers must be prepared in proportion to modern technology in teaching methodology.

The golden question is: what should modern techniques do to help the student to learn:

1. Motivate student motivation.
2. Attention to previous learning.
3. Provide new stimuli.
4. Activate student response.
5. Give them feedback.
6. Encourage the learners.

Both Hansen and Jensen advised the student that in order to learn anything worthwhile, it was necessary to:

1. Have a desire to learn.
2. Feel that the topic is important.
3. To know why you should learn it.
4. To have the opportunity to express your opinion.
5. To have the opportunity to work on your topic on your own way.
6. To be allowed to cooperate with your friends.

The second question is: what are the techniques of teaching Arabic?

First we have to distinguish between educational aids, educational material and educational devices, where the availability of educational materials is considered more important than availability of the educational devices because it aims to acquire the learner the required experience (Naif, 1987).

- **Educational Material:** textbooks, resources, encyclopedias, magazines, newspapers, television, radio. The teacher may rely on more than one material during the same lesson.
- **Self-taught:** is what enables the learner to rely on himself consistently and continuously in order to acquire skills and knowledge. So four main components must be available:

1. The teacher response during the lesson.
2. The presence of motivation.
3. Provide new information
4. Inform the learner of the outcome of his work immediately.

Husan (1981) argued that programmed learning is one of the methods of self-education which based on the behavioral theory of psychology. Programmed Learning characterized by the following:

1. Encourage the learner to self-taught.
2. Make information clear.
3. Enable the learner to move from one stage to another easily.

4. Exempt the teacher from the process of providing information and thus become focused on the goals that will be achieved for the learner.
5. Taking into account individual differences.

Types of self-education: language-lab, educational bag, learning by correspondence (audio and video), computer learning.

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