

## SKILLS OF TEACHING ARABIC LANGUAGE IN UZBEKISTAN

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### ABSTRACT

Teaching the skill of speaking in a foreign language is of great importance, as speech is an essential part of second language education, and those in charge of this field consider it one of the most important goals of learning a foreign language. Because it mostly represents the practical and applied part of learning a language. Despite the importance of this skill, it does not take the required attention in the process of teaching a foreign language to learners in Uzbekistan, especially in learning the Arabic language.

#### **\*Concept of speech (speaking)**

Speech skill is an essential and necessary skill in teaching languages, and it is a productive skill whose development comes after the skill of listening, and it requires the learner to be able to use sounds accurately, master the grammatical formulas, and the word order system that helps him express what he wants to say in speaking situations (1).

#### **Definition: In the dictionary**

It was mentioned in Lusan Al-Arab in (Article Kalam)... "Ibn Sayyidah: Speech is the saying, well-known, and it was said: Speech is not sufficient by itself, and it is the sentence, and the saying is not sufficient by itself, and it is the part of the sentence; Sibawayh said: Know that" I said, "Rather, it took place in speech so that what was narrated in words and not words, and the strongest evidence for the difference between speech and utterance is the consensus of people to say the Qur'an the word of God and not say the Qur'an as the word of God (2).

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1- .Chastainp333, 1976.

2- Ibn Manzoor, Lisan Al-Arab, Volume 5, article (km), previous reference, p.: 3922.

#### **In convention**

This skill is one of the basics of communicative activity among language users, and it is the second party in the oral communication process, and it is intended to speak, as they are two sides of the same coin. If we consider that the skill of listening is a way to reach understanding, then the skill of speaking is a path to understanding (1), hence the focus. It is required in all stages of the language education program, and because it is one of the criteria by which the teacher knows the adequacy of the foreign language learner, in being able to speak it correctly and fluently, as it is "one of the creative skills, because the speaker chooses from the phrases, vocabulary and linguistic structures that suit the ideas he wants to express. And the position in which the communication takes place "(2)Speech is a perceptual process that includes an impulse to speak, then a substance to speak, then a linguistic system that translates the motivation and content into the form of speech, and all these processes cannot be observed because they are internal processes except for the verbal message spoken. Speech is a social emotional process that begins with a phoneme and ends with the completion of a communication process with a native speaker in a social situation. Therefore, the purpose of speech is to convey meaning, and there is no real communication without meaning (3).. Speaking is one of the most employed

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- 1- Rushdi Ahmed Toaima, language skills, levels, teaching and difficulties. Dar Al Fikr Al Arab, Lebanon, Edition 1, 2000 AD, p: 185.
  - 2 -Ali Ahmad Madkour, Methods of Teaching the Arabic Language, Dar Al-Masirah, Jordan, Edition 2, 2010, p .: 151, and also see: Salah Abdel-Majid Al.
  - 3-Mahmoud Kamel Al-Naga, teaching Arabic to speakers of other languages. Its foundations, its entries, its teaching methods, Umm Al-Qura University, Makkah Al-Mukarramah, 1st Edition, 1985 AD, pp: 145.

Language arts in the communication process and most people spend most of their time talking Speech is a person's means of understanding and understanding. It is also a means for the learner to build his self-confidence, his ability to confront the word, and improvisation in situations that require this, and speech helps to increase wealth.

Linguistics for the learner to expand his linguistic dictionary, and here it becomes clear the importance of reading and its connection with the art of speech and its role in improving and improving it.

**\* The importance of speaking skill**

In light of the above, it becomes clear to us the importance of speech and the need to learn it, and it can be summarized as follows (1):

A - The family expects its son who has learned a foreign language to speak it.

B - That the adult learner is about to learn a foreign language, one of his most important goals is to speak the language in which he is learning.

A - If the learner succeeds in speaking in a foreign language, this will push him to master it more.

D - The skills of reading and writing in a foreign language are usually related to the skill of speaking.

E - When a language learner reads and writes, he thinks by means of what he has learned orally, by listening and speaking.

And - the dependence of the language learning process and the benefit of the teacher on speech, for his use of speech during teaching, oral discussion and correcting mistakes.

The learner of the Arabic language (a second language) in Uzbekistan, and he answers the teacher's questions orally, or asks or contributes his opinion in a discussion or conversation, here he is practicing the skill of speaking.

Speech skill is the main form of linguistic communication between righteousness, and then speech can be considered the most important part of linguistic use, and its practice in human communication after listening (2).

**\* Objectives of teaching speech (speaking) skill**

The goals of teaching the skill of speech vary according to the variety and different levels of learners and the goals of speech can be summarized as follows:

- The learner's pronunciation of the sounds of the Arabic language correctly.
- The learner is able to speak with his surroundings in an acceptable manner

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1 - Mahmoud Kamel Al-Naqa, previous reference, p: 151.

2 - Ali Ahmad Madkour, Methods of Teaching the Arabic Language, previous reference, p : 152.

Within the framework of what he has learned from vocabulary and structures in this first level (1)

- Performing the different types of accentuation and intonation in a manner acceptable to the people of the language.

A clear distinction when pronouncing similar sounds and its use of conjugation and subjunctive tools.

Distinguish between short and long gestures when pronouncing and pronouncing minted words correctly.

Expressing the idea and concept in simple hadith situations, using the correct system for the composition of the Arabic word.

- Pronunciation of adjacent sounds correctly.

- That the learner acquires verbal and verbal wealth appropriate to his age, need, roles and experiences, and to use this wealth in the completion of communication processes.

- That the learner thinks in the Arabic language and speaks in a continuous and coherent manner for acceptable periods of time.

- His use of masculine and feminine correctly in his hadith.

His use of the tonal system for the phrase supplication and forbidding.

Employing the meaning of the words, he learned in a related conversation across different contexts.

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1 - Yousef al-Khalifah Abu Bakr, Curriculum for Teaching the Arabic Language for Basic Education in the Countries of the African Sahel, published by the Islamic Educational, Scientific and Cultural Organization (ISESCO) Knowledge Press, Rabat, 2002, p. 25.

### **\* Speech skill objectives according to the Common European Framework of Reference for Languages**

After presenting the foregoing objectives, we also tend and agree with its adoption by the Common European Reference for Languages in defining the educational objectives for the skill of speaking in the Arabic language curriculum for non-native speakers at the level:

A1 & A2 (A 2) / (A 1)

(1): (A 1) in the first level A1

1 - Defines himself in simple sentences.

For example: My name is Karim, I am Uzbek, I am from Samarkand, I am a student at the institute.

2- Asking questions with accent and intonation in everyday speech

Like shall we go? (Meaning: Shall we go?), your pen? (Meaning: Is this your pen?), me? (Meaning: Do you mean me).

3 - Uses numbers during conversation.

Such as: the numbers from 0 0 to thirty 30 in contexts related to age, amount, phone numbers, and other different contexts.

4 - Uses expressions that indicate time.

For example: the complete hours (the second hour, the third hour and so on ...), the half, the quarter, the third, and the only quarter, and only the third, as well as the ordinal numbers from 1 to 12.

5- Uses phrases related to days of the week and months.

Such as days of the week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday.

Calendar months: January, February, March, April, May, June, July, August, September, October, November, December.

6 - He asks for what he wants, what he needs and understands what is being asked of him.

Such as: I want, I do not want, I need, I do not need, using pronouns (I, you, you, he, she, and we)

7 - He shopping supported by gestures and body movements.

As encouraging students to use gestures and body movements in communicative contexts.

8 - Asks simple questions regarding known topics.

For example: inquiring about the price of something, about time, and the distance from one point to another.

9 - Answers simple questions addressed to him.

Such as questions about himself, his family, and the surrounding environment.

10 - Speak in a way that suits the situations required by everyday relationships.

Such as: thanks, exchanging greetings, speech, hope, accepting an excuse, asking, status and health and so on ....

11 - Asks simple questions to obtain information on other people.

Like: Where do you live? Who you are living with? What do you own Do you have a house And so on...

12 - Uses phrases of tact and respect during communication.

For example: asking for an excuse, accepting the request for an excuse, suggesting something politely, refusing a request politely.

13 - Use and distinguish between basic phrases that indicate time during communication.

Such as: yesterday, today, tomorrow, morning, noon, afternoon, evening, night, day and so on...

14 - You will explain what he wants to know.

Such as: How do I go to the Institute for Foreign Languages? Repeat please / repeat please.

15 - Exchanging information on a specific topic.

Such as daily business, things he wants to buy places he wants to visit.

16 - He talks about people, time and place during communication.

For example: for the student to tell a story from his daily life that includes people, time and place (who? When? Where?)

17 - Uses emotional expressions appropriate to the situations of daily life.

Like I respect you, sorry, Salam, really?

18 - People get to know each other.

Such as: This is Mounisah, she is a student, she is from Uzbekistan, and this Shawkat is also a student, he is from Tajikistan.

19 - expresses what he likes and dislikes.

Such as: I love, I do not like, (I, you, you, he, we)

20 - Gives simple instructions.

For example: write / sit / go / stand up, rise up / come, come / close, close / please, please.

21 - Uses the necessary bonding tools during communication.

Example: conjunctions (and, f, then, or, um).

In light of the foregoing we say what can be used from the minimum required of the Uzbek learner for the Arabic language to create a communication process through a hadith in which the employment of short phrases appears, which highlights and shows some functions, such as enumeration and the recall of some linguistic materials, memorizing some of the memorized phrases, and using the structures Daily contexts appropriate and appropriate for the event, such as expressing thanks, praise, rejection and acceptance, request, apology, acquaintance, introducing oneself and others, expressing what he likes and dislikes, what he can and cannot, as well as describing the simple nominal sentence, and the expression of needs in simple actual terms.

## As for the educational objectives of speaking skill

### (1): (A 2) in the second level A2

1 - He expresses his personal needs in simple terms.

Like I need, I want, I do not want and so...

2 - Understands what directives are told to him through a map or plan.

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1 - Muhammad Haqqi Sawshin, pp. 291-293.

Such as: yesterday, today, tomorrow, morning, noon, afternoon, evening, night, day, last Saturday, next winter, at nine o'clock in the morning and so on .....

4 - Uses basic phrases while communicating.

Such as: simple daily conversations that include greeting, saying goodbye, acquaintance, expressing thanks, congratulations, asking permission, using public transportation, shopping, the student's academic life, the place where he lives, his family and other daily topics.

5 - Uses accent and intonation in proportion to the context during communication.

For example: expressing different emotions such as surprise, fear, joy, sadness, and other daily topics.

6 - Talking about his life and experiences in the past.

7 - Uses cultural phrases related to daily life during communication.

Like: Happy New Year, your safety, sorry, peace be upon you, really.

8- Uses simple instructions to guide places and directions.

For example: using the vocabulary of primary entities and subsidiaries.

9 - Exchange information about situations that include quantity (numbers and numbers).

For example: exchanging information about prices while shopping, requesting information about the amount of something and other numbers, and it is suggested to divide and distribute the numbers, not trying to teach them all at once, and it can be divided as follows:

Numbers 30 to 40.

Numbers from 40 to 50.

Numbers from 60 to 70.

Numbers from 70 to 80.

Numbers from 80 to 90.

Numbers from 90 to 100.

One hundred, two hundred, three hundred ... nine hundred.

A thousand, two thousand, three thousand... ninety-nine thousand,

Million, billion.

10 - He expresses what he prefers and what he does not like, for example: I prefer such-and-such over such-and-such.

11- Express what he can do and what he does not do, such as: I can / I cannot.

12 - Ask questions to obtain information, such as where is the post office? , when will you travel? Where do you live?

13 - Make a simple phone call.

For example: asking the person who wants him to make a phone call, asking for pardon on the wrong call, and other situations related to phone calls.

14 - He plays an effective role in starting, continuing and ending dialogue.

Such as: forming dialogues about everyday life on a simple level.

15 - He takes a simple role in a drama or in a simple dialogue, such as: using appropriate phrases for the role, he represents.

16 - He organizes and coordinates an appointment or interview, such as taking an appointment or giving it by phone or face to face, as well as specifying the date and time for an interview, as well as booking tourism and travel.

17 - Asks questions to obtain information.

For example: inquiring - for example - about prices while shopping, asking about people's activities in their spare time, questions related to students' needs within the school / institute or university, and questions about public transportation and planned trips.

18 - He sends an invitation to his friends and responds to such invitations by accepting or apologizing for answering them.

For example: an invitation on the occasion of the celebration of Christmas or acquaintance or any other occasion.

19 - He asks for clarification from his address during communication.

Like Yes? What? Again, please....

20 - Uses everyday expressions of bouquet and callousness during communication.

For example: expressions of courtesy and respect on a simple level, due to the degree of formalism between individuals.

21 - He expresses his thoughts and emotions about the topic he is communicating with.

Like I think / I don't think / I feel / from my point of view, and so on...

22- He exchanges information about his future plans and projects.

For example, get information about a planned trip.

23 - Exchange views on proposals.

For example, exchanging opinions regarding the meeting he is planning to hold, the place and time of the meeting, and its program.

24 - performs simple formal or informal transactions.

Such as simple transactions in banks, post office, shops, etc.

25 - Uses basic joining tools when joining words, word groups, phrases and sentences.

Like and, then, or, and, too, but, because, so, yet, and so forth, after that.

### **\* The principles needed in teaching the skill of speaking**

A speech or conversation is a free spontaneous dialogue or debate between two parties on a specific topic.

As for teaching Arabic to non-native speakers, the conversation takes a different character through three levels and according to the different linguistic levels of the learner and is divided as follows: (1)

A - The first level: it means new learners of the Arabic language subjects, so that the conversation here is limited to memorizing examples of fluent and correct Arabic conversations, in terms of their language, method and tone, and their subject is focused on certain situations in which the learner does not feel any confusion or confusion, which makes him distracted. Such as the multiplicity of opinions and expressions in an irregular way, and the teacher has the primary role in managing the conversation so as not to go far, as he who reads the dialogue and follows the different repetition method, taking into account the levels of the learners, by providing the necessary multiple alternatives to the linguistic situations.

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1- Rehab Yassin Qureshi Muhammad, a proposed curriculum for teaching the skills of listening and speaking to the memories of the book of God speaking in a language other than Arabic (in light of the vocabulary and structures of the Noble Qur'an and Islamic culture), PhD thesis, Institute of Arabic Language, International University of Africa, Khartoum, Sudan.

The teacher is aware of the necessity of succession and prudence in developing this skill by organizing the work to overcome the difficulties that the teacher finds in this skill, especially in his oral activities, and the teacher also adjusts the positions in which the conversation positions take place, by choosing the questions he deems appropriate, and directing them to the learners. In order to try to answer it, they learn through this method to choose the vocabulary

and form their structures in which they present their ideas, and the teacher uses in that board to arrange his questions, and thus the students come out with an integrated topic that helps them memorize some of these dialogues and use them in their communicative life.

**B - The second level:** by moving the conversation in a broader framework in terms of the topic and in terms of more complex issues, and more abstract situations, so that the conversation revolves around topics and contents that the learners learned before different textual styles, so they extract ideas and issues that they can raise for discussion and dialogue between them. Exchange of opinions about it, and the teacher always here plays the role of judge in terms of controlling the positions of the conversation between the learners.

The relationship of the conversation with the texts that the teacher chooses during the educational session is determined by two types:

1 - The readable text: which was previously contacted and dealt with by the teacher, and from here, it is easy for him to understand it.

2 - The audible text: it is met directly to them by their teacher Abu, by means of a mechanical assistant. The teacher poses some questions to them after the hearing to enrich the conversation and discussion.

The relationship of the conversation with the texts that the teacher chooses during the educational session, is determined by two types:

1 - The readable text: which was previously contacted and dealt with by the teacher, and from here, it is easy for him to understand it.

2 - The audible text: It is met directly to them by their teacher or by another something. The teacher poses some questions to them after listening to enrich the conversation and discussion.

**C - The third level:** It is considered the highest level of conversation, considering that the Arabic language learner is from the people of Uzbekistan, here, he will have acquired good experience of linguistic contents and wide sufficiency in understanding and using grammar rules, and thus he can properly employ it through various forms of one hadith. The goal here is for the learner to develop his adequacy to continue expression without interruption, and the teacher can also give a wider scope for difference and digression in the conversation, by having multiple and different views of opinion, and each learner defends his opinion, and the role of the teacher here remains a guiding role, so the learner here describes or He narrates about something he admires from the environment around him from nature and others, or gives a sermon, or conducts a dialogue on a specific topic (1).

\* There are a set of principles necessary for the development of speech and speaking, including:

- That the teacher knows where to start? What performance should be learned? What experiences should he provide to his student? What skills does he want to develop, and what are their ultimate goals? So the performance is a response to different situations.

- That the teacher clearly understands the components of the skill in the field that he teaches, and that he uses his understanding and knowledge of the skill so that the teaching is successful.

- To provide the vital situations in which skills can be practiced, which are similar situations that the learners will face outside the learning situations; Learning requires that the person be exposed to the behavioral situation to be learned.

- That the teacher gradually imparts the skill to the student; Because the skill is gradually acquired, whether it is a motor or mental skill, and he has to start from where his student stands, and then progress with them based on their needs and abilities, an important condition in the growth of the skill. There are conditions for the training to be successful, including: Satisfying needs and desires, and providing appropriate positions for skills training.

- To design exercises flexibly, and to fit individual differences, and help to use the skill in multiple situations, and allow each student to grow according to his abilities to advanced stages of performance.

- That the training is continuous, because training begets mastery, and that it be at frequent intervals; to keep the skill, continuous training achieves education and neglecting training leads to forgetfulness.

The student must be equipped with a wealth of linguistic skills to master the skill. Because lack of vocabulary does not help mastery of skills.

- To take into account the students' readiness to learn the skill, depending on the student's maturity, physically and mentally, the level of education, and the learner's previous experiences.

- The evaluation should include the skills that are intended to be trained, and the skills that have been previously trained so that these last skills are not neglected when the training goes to the skills to be learned.

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1 - Fathi Ali Younes and Muhammad Abd Al-Ra'af Al-Sheikh, The Reference in Teaching Arabic to Foreigners, From Theory to Practice, Edition, 2003 AD, p60.

\* Evaluation of speech skill (speaking):

The verbal skill is evaluated by the teacher's knowledge of the extent of the difficulties he finds in judging the realization of this skill for the learner, given that this skill has some complexity and difficulty, so that it makes the learner unable to master it, i.e. the difficulty of his ability to correctly pronounce the linguistic sounds, and then use This sufficiency, which consists at the same time of grammatical, morphological and lexical rules, then comes the ease of choosing sentences and expressions that correspond to the communicative situations in addition to that the learner's communicative sufficiency and understanding of listening and what he heard during the linguistic situation so that he can then answer the other party who is speaking with him (1) .

Hence, those involved in teaching foreign languages let the calendar be oral, in addition to writing

Because among the goals and objectives of the evaluation is to measure the speaker's speech ability, as well as the ability to pronounce the text of the listening comprehension or to pronounce the comprehension of the readable, and in this case the student does not produce from him but rather speaks what is written or heard, and the higher level of that is the ability to form a spoken sentence (3).

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1- Omar Al-Siddiq Abdullah, Teaching Arabic to Speakers of Other Languages (Methods - Methods - Means), p.93.

2 - Fathi Ali Youssef and Muhammad Abdul-Rauf, previous reference, pg. 56.

3- Rehab Yassin Qureshi Muhammad, previous reference, p.83.