

## THEORETICAL BASIS OF THE DEVELOPMENT OF SPEAKING SKILLS IN ARABIC LANGUAGE

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**Abstract:** It is known that teaching and learning are interactive if there is a high level of interaction between students and students and teachers during the lesson. Practice shows that interactive teaching methods, if they are presented correctly, are one of the most successful pedagogical technologies that activate the educational process. The author of the article focuses on the effectiveness of interactive education aimed at the development of oral speech and, in general, the formation of communicative competence in the teaching of the Arabic language.

**Key words:** oral speech, pedagogical technology, educational tools, evaluation criteria.

### **Introduction.**

Learning the Arabic language in Uzbekistan has a long historical tradition. This phenomenon is multifaceted and is the object of linguistics, history, religion, philosophy, culture and other disciplines. We will focus only on one aspect related to the Arabic language, that is, the teaching of the Arabic language. In particular, this is due to the significant revival and expansion of relations between Uzbekistan and Arab countries in various fields in recent years. In this regard, the issue of training personnel who know the Arabic language is becoming more and more urgent. And here the need to improve the process of teaching the Arabic language and, accordingly, the methodology of teaching the Arabic language comes to the fore. Textbooks, study guides, dictionaries and other such literature do not fully meet the requirements of the time. In particular, this applies to the methods of developing oral speech skills in students.

At this point, it should be noted that the main focus of the Arabic language textbooks was on the grammar of this language, this direction of the educational process

in education was primarily aimed at training Arabic philologists, more scientific workers. This was not reflected in the certain partiality of the Arabic language textbooks. At the same time, there is an increasing need for Arabic practitioners who are fluent in spoken Arabic. Based on the specific characteristics of the Arabic language, this aspect of language acquisition is associated with great difficulties compared to other languages.

## **Discussion.**

Practice shows that even though students have the necessary grammatical basis, they face significant difficulties in performing communicative activities in Arabic. We will not mention here the peculiarities of the Arabic language that make it difficult to learn spoken speech - they are known to experts. We note that this situation often causes uncertainty among students about the possibility of successfully mastering the Arabic language. A psychological barrier appears between the student and the Arabic language. As a result, students develop apathy towards the Arabic language, which is the main reason for low attendance and poor academic performance. According to observations, such an obstacle appears in the first year of training. The task of the teacher is to notice the obstacle in time and prevent it. It follows that the initial stage is a very important, if not the most important, period of learning the Arabic language. This also means the need for textbooks that combine grammar and speaking in an optimal and harmonious way.

Unfortunately, to date, the number of textbooks that meet modern requirements is very small. This, of course, complicates the teacher's task, but it does not mean that the task cannot be performed. To solve it, it is necessary to start with a revision of the curriculum, it is appropriate if the basic textbooks, which are mainly intended for teaching and are aimed at two years, are used as the main textbooks for three years, i.e. 1-3 years. This makes it possible to use free study time to master oral speech from the very beginning of the educational process. Such a change in the curriculum will serve to further increase students' interest in the Arabic language. It is known that a child first begins to speak his mother tongue, and then learns this language at school.

Here, of course, a direct analogy would be a mistake. But the same principle should be applied in the learning process of language acquisition. In such conditions, it is important for the teacher to be able to engage the students and ensure their active participation in the lesson. In addition, using various technical means, listening to texts read by native speakers, preferably watching high-quality movies, TV programs in Arabic.

Studying and performing Arabic songs, theatrical performances, learning poems, proverbs, sayings, aphorisms, using pictures and other visual aids - all this is undoubtedly appropriate and sometimes necessary. However, with excessive use of the above-mentioned educational tools and forms, there is a danger of substituting form for substance. For example, distribution of visual materials or presentations becomes the goal of the lesson rather than a tool. Unfortunately, such a trend is becoming more and more evident in defining the criteria for evaluating the teacher's work. Such an approach forces the teacher to spend a lot of time organizing the formal side of the lesson, which negatively affects the quality of teaching.

At the same time, the main thing in teaching is the relationship between the teacher and the student. The teacher must make sure that students can master the Arabic language perfectly. He should determine the motivation of each student, and if not, help to find it. Each teacher has a different teaching style. Some require strict discipline and complete silence in the classroom, while others allow students more independence, based on the fact that students are much older and interested in their own learning outcomes. It seems that the optimal teaching method is in the middle.

Summary.

Based on the above, it can be noted that the development of oral speech from the first lessons is of great importance for successful language acquisition. Practice shows that the ability to speak Arabic is much more interesting for students than learning grammar or reading any classical texts. As students master oral speech, they become interested in these aspects of the language. Of course, the proficiency of oral speech is one of the factors of the emergence of interest in various aspects of the language being

studied. Interest, in turn, is the main condition for the manifestation of student activity. It can be noted that student activity is a necessary condition for the success of the educational process. And here it was possible to build a chain: motivation - interest - activity - success. Therefore, the student's conscious active participation in the educational process is the main condition for success. Developing speaking skills from the beginning will help to achieve this success. As for the teacher (teaching person), he should form a group of like-minded people with his students who have the goal of mastering the Arabic language. Then the probability of the above-mentioned psychological barrier will decrease.

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