



PEDAGOGICAL AND PSYCHOLOGICAL FEATURES AND SOCIAL CONDITIONS FOR ENSURING THE COMPETENCE OF THE ARABIC TEACHER

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Annotation

The article examines the meaning of the concept of competence, its origin, the sum of views on its meaning, the competence of an Arabic language teacher, their methods of teaching Arabic and the use of modern technologies, language assessment systems, the professional success of an Arabic language teacher, the most important personal and social characteristics, information about strategies for teaching Arabic in Arab countries

Keywords: competence, competence, method, modern technologies, deduction, induction, communicative, motivational, reflexive, information competence

Introduction

The term "compensation" in a broad sense refers to the ability to apply knowledge and skills on the basis of practical experience in solving common issues, to act successfully. Latin "sompeterere" - came from the word to be appropriate. Compensation is a sign of activity that leads to the expected result. It is a product of knowledge, the ability of a specialist to apply it in practice. The difference of competence from knowledge is that without practical performance of the task, it can neither determine nor evaluate it. Qualification is an important criterion of competency, which is manifested as a result of several applications in different situations, including in problematic situations. Currently, the term "compensation" is used in various fields: in the field of jurisprudence, linguistics, culture, as well as in important compartments of an organization, institution or company.

Competence is understood as a set of interrelated personality attributes that are defined in relation to a particular subject or process and that it is necessary to act effectively and productively towards them. Competency-it is understood that a person who has his own personal relationship to competency and activity has the appropriate competency. Thus, the competence is understood as the goal of the educational process, and the competence, as a result, as a set of personal qualities of a specialist.





In a broad sense, competence is aptitude, qualification, ability, aptitude and understanding

- Analysis of literature on the topic (Literature view)

Compensation is the result of the mutual integration of several components:

- 1) Motivation - expressed in the presence of an interest in activity and the presence of personal meanings for solving problems;
- 2) Target - the ability to set individual goals, associated with the ability to design actions and actions;
- 3) Orientation-provides consideration of the external and internal levels of activity;
- 4) Functional-knowledge, skills, working methods and information literacy are used for the formation and decision-making of individual activity models;
- 5) Control - the presence of accurate measurements of activity and its results;
- 6) Evaluator – self-analysis and adequate evaluation .

by the content of the concept of compensation is different illuminated. The analysis of the content of all definitions of the concept of " competence " allows us to determine some basic positions related to its structure: - the presence of a certain system of knowledge, qualifications, skills; - individual characteristics, qualities, causes; - motivation, ability and readiness to perform certain functions on the basis of a system of knowledge, skills and personal potential. In our opinion, compensation is a set of requirements, powers, rights and obligations imposed, a generalized method of action that ensures an individual to effectively solve the tasks set in a particular activity. I.V.Geor as a result of the theoretical analysis conducted at the professional level, it was possible to distinguish the following components in the composition of professional competence (as components of professional competence): - based on motivation and values, reflecting the personal attitude of the future specialist to professional activity, motivation to professional work and education, appreciates the role and; - cognitive: knowledge and understanding of the content of the comet, with other components, future professional activity; - reflect the level of skills and skills formed by future professionals based on activities, for example: General professional (educational, communicative, reflexive, etc.) and special (practical skills, the use of modern technologies, education of varying degrees of complexity and methods of solving professional tasks), as well as the ability to effectively use existing skills and abilities, the need and readiness for further development, improvement of professional activities; - personal, personal education consists of a set of psychological characteristics that affect the style, activity, pace, preferred forms and methods of activity. It also includes the nature of interaction with students and teachers.-





reflexive-self-analysis, self-control, ability to learn and develop self-assessment, reflect the effectiveness of the formation of professional competence. The difference between the traditional and the competency approach in education is that: 1.-the main goal: if knowledge in traditional education leads to personal success, while in a competency approach, knowledge is replaced by experience of independent solution of problems. 2.-if the solution of problems is considered through the method of strengthening knowledge, then in the competency approach, the solution of problems is the content of educational activities.

Research Methodology

There are several compartments of the teacher of the Arabic language. They are: 1. Personal competency competency-this is the main purpose of the competency-opens the potential opportunity for the student, determines the position of the teacher in relation to the success of the educator. The same interest in the inner world of the educator, taking into account all individual sides, determines the path of pedagogical activity, emotional consistency, effective management of the audience, a positive approach to pedagogical activity, self-confidence. 2.3. competency in determining the goals and objectives of pedagogical activity Linguistic competence - 4. Communicative competence - 5. Information competence-6. Methodical competence-7. Motivational compensation-8. Cognitive competence-9. Diagnostic compensation 10. Organizational competence-11. Reflexive compensation

The most important methods used for people who do not speak Arabic when teaching Arabic:

(1) Grammar and method of translation:

Rushdi Taima believes that among the most important principles of this method are the following:

1-Language is a system of rules, which comes mainly from linguistic texts, and acquaintance with these rules is a necessary condition for language practice.

2-Language learning is a spiritual training, which can be viewed as a mental activity that involves learning a rule, memorizing it and linking it to the fact that the student has experience in his native language, through translation.

3-The first language of the student is a reference system for the acquisition of second language skills.

(2) Direct method: this method is based on combining words and sentences in a foreign language with those in which the teacher and his / her students use their native language.





(3) Method of reading and saving: this method is one of the most important methods of teaching Arabic language, this method mainly depends on students' mastering and memorizing a particular topic.

(4) Oral hearing method:

5) Communication method:

The ultimate goal of this method is to give the learner the opportunity to use a foreign language as a means of communication to achieve their various objectives.

(6) Method of speaking. This method is considered one of the oldest teaching methods adopted by teachers, it has been used in practice to this day and is also called the lecture method or news method.

(7) Discussion method.

(8) Methodology of teaching Arabic language grammar.

(9) Integrated text method: written, heard or read material is taught as a whole and regarded as an integrated learning tool in linguistic text.

(10) Translation method (grammatics-translation method)

(11) Selektiv method. This was caused by a joint response to the grammatic method, translation, direct method and audio-verbal method, as well as an attempt to simultaneously benefit from these three methods.

Studies have shown that in many parts of the world, some teachers use the oldest known method of learning grammatics and the method of translation. In addition to the basics of choosing a method, there are also criteria for choosing a method, namely:

- a. contextual: that is, the method presents all new language units with meaningful content, which increases the value of learning in student life.
- b. social: that is to ensure maximum forms of communication between students.
- v. programming: that is to use previously learned language content in a new language context and present this new content in relation to its predecessor.
- g. modeling: the creation of good models that can be imitated in language teaching.
- diversity: that is, different ways of presenting new language content.
- D. interaction : that is, the interaction in which the pupil, the teacher and the teaching material interact within the conditions and opportunities available in the classroom.
- e. practice : that is, each student is given the opportunity to practice new language content under control and control.
- j. self-direction: that is, it gives the student the opportunity to show maximum reaction and develop self-control abilities.

Each method of teaching has its own advantages and can be used in teaching a foreign language. Each method has its own advantages, disadvantages. Some of the previous usulls can be considered based on the fact that they complement each other. There is no single method of teaching suitable for all purposes, all students, all teachers and





all types of foreign language programs. What is important in teaching is to focus on the student and their needs rather than being faithful to the one - to-one teaching method. The teacher should feel free to use the methods appropriate to his / her students regardless of the relevance of these methods to different teaching methods. Because the teacher can choose from each method a method or methods that will satisfy the needs of his / her students and that will suit the educational situation in which the teacher finds himself / herself.

Technological innovations represent innovative solutions to many problems of teaching Arabic as a second language in order to increase the effectiveness of education and make it more effective in proportion to the nature of the present era. Among the most important examples of technological innovations that can be used to teach and learn Arabic as a second language are multimedia technologies in texts, images, graphics and video clips. Through the computer and the Internet, there are many devices that provide special educational content in an interactive and integrated way and represent technological innovations: a data display device, modern lingaphone rooms, an electronic whiteboard and a satellite (Vizual and audio), Multimedia applications began to emerge in an advanced and fast manner, its rapid spread was caused by several reasons: they are an essential tool for the management of information transmission, teaching and learning processes, they help students of all ages to move from a familiar automatic system to an integrated learning environment, as well as the management of reporting processes and evaluation processes,

Online systems for conducting courses have appeared. As a result of the availability of these courses on the internet, before the emergence of these systems, training courses were presented: in the form of files sent by e-mail or in the form of pages published on the website without a real educational environment. This integration has tended to create a system that offers courses through presentation methods: an online learning environment, a digital learning environment, or a virtual learning environment.

There are many systems to offer courses, because it is close to fifty systems to offer courses directly on the internet, according to the criteria of each of them, and the most well-known and most used of these systems are Moodle, Webst, Blackboard, Learning Space.

Computer is one of the important learning tools used in teaching various language skills. The issue of effective use of technology in education is of great concern at global levels today and this issue is of great interest to teachers, researchers, policy makers and planners. It can be said that the problem of educational technology suffers from





adverse conditions in developing countries, because the difference between students and educational programs, as well as university graduates and labor market requirements is constantly increasing. For this, certain types of young people, armed with science and technology, are required.

It has been studied by many researchers on the impact of computer in language learning and the formation of its skills. In particular, Al-Djamal (2004) investigated the strategies of private tutoring in Computer Assisted Secondary School students in mastering the subjects and their attitude towards the computer. The study sample consisted of forty student girls, divided into two equal groups: experiment and control. The researcher also came to the conclusion that it is difficult to implement the private tutoring strategy carried out by computer in schools in Jordan because of some hindrances, including: lack of software based on private tutoring strategy and lack of adequate amount of computers.

Computers are modern educational tools in teaching languages because they contribute to creating a better learning environment that will make learning more interesting and self-assured, will play the role of students in the learning process, take into account the principle of individual differences and provide them with cognitive experiences and opportunities that will help them make different decisions. This advantage will increase with the use of the World Wide Web. There are many programs designed for preschool, primary, secondary and secondary school students. The computer can be used to teach language in the following areas: reading, text processing, reading speed, writing, pronunciation and intonation, conversation, Arabic grammar.

In December 1973, the Arabic language was added to the official languages of the organization by the 3190-digit decision of the UN General Assembly. To date, the number of communicators in Arabic and close to it is about 300 million. For 240 million of them, Arabic is native, while 50 million people use it as a second language. For Muslims around the world, Arabic is considered to be the language of the Qur'an. Therefore, in order to assess the level of knowledge of this language, there are other international systems as well as CEFR. These include ACTFL, ALPT, TOAFL, CIMA. We would like to inform you about the ALPT, one of the international systems that operates to assess the level of knowledge of this Arabic language. ALPT is a member of the "Arab Academy" in the Arab Republic of Egypt, it is an International Center for teaching Arabic and conducting tests on the Arabic language and has been operating since 2002. Experts from the field will be involved in the examinations conducted in the Arabic language and will support the examinations " Islamic Trade Chamber of Industry"





5 skills of knowing the Arabic language in the ALPT system: listening comprehension, reading comprehension, knowledge of grammatic rules, writing and speaking are checked. The examination is carried out with the participation of an Arabic language teacher or an observer working in the Academy.

Examinations in each department of the ALPT exams last from 2 hours to 6 hours, with a time interval of 3 days to 5 days. In each section, the number of questions will be from 20 to 100, and 1000 points will be evaluated in the system. Based on this price chart, the applicant knows exactly what level it is in each department and develops a low level of competencetirishga moves.

In the NSFLA national system, testing is not as common as in the ALPT. Perhaps, they are separated into A1, A2, B1, B2, C1, C2 levels. The tests are conducted on the basis of 5 sections and each section is evaluated in a 30-point system and a certificate is issued when the total result is scored at least 60 percent, that is, 90 points. Listening to the Test tests, understanding, reading, understanding grammar rules and writing sections are held in one day and given 3 hours 30 minutes. The speaking Department will be held the next day. The results of the test will be indicated in the certificate of the applicant in the form of the score scored by each department and its percentage. The test, carried out on the NSFLA and ALPT systems, compared its conduct and evaluation, was concluded with the following conclusions:

- Any language teacher who teaches will be able to conduct tests on all the competencies of his/her students, which will allow him/her to determine the competence that was not given special attention during the course as a result of the test.

- * The applicant who took part in the testing to assess the level of language proficiency will be able to check their knowledge of each of the competencies and determine its achievements and shortcomings. This will be a factor in drawing up and developing your future language learning plans.

- In the NSFLA national system, too, different misunderstandings will be picked up if the applicant, like in the ALPT, is determined what level he has in each department. Because in the process of learning a foreign language, the applicant may not have the same skills in all the required competences. This can be caused by the fact that the applicants have lived in the state where the language is being studied for a long time and have mastered only oral speech well, but have not mastered the rules of grammar and reading comprehension, are not familiar with the rules of the law of testing, have not mastered the 4 Basic competences at the time of

- Time and resources will be saved if some sections of language proficiency tests are conducted using a computer.





• The fact that all departments can be conducted in one day and given less time can negatively affect the activity of the brain in demand and the result achieved. We believe that in determining the teacher's competence, it is mandatory to pass the exam on the basis of international standards. We do not have all the good conditions in the Arabs. In us, in principle, the attention to the Arabic language was carried out through the Qur'an in the people, but we should consider it more as a language, and if the Arabic language is one of the languages of the United Nations, we would know one of the languages of the United Nations with the knowledge of Arabic. Therefore, we need to develop the Arabic language more. The teacher may be a mature specialist of his own science, but without pedagogical conditions, he may not be able to meet the current demand in the field of education at a high level. The teacher must of course have motivation, because sometimes the teacher may not feel satisfied with his / her activities and this circumstance can affect the effectiveness of the lesson. For example, the teacher of the university prepares multimedia for each lesson, but he is able to show them only on his personal computer. At the end of the day, each audience is provided with proektors, but there are no computers, lingafon rooms, interactive sensitive whiteboards (except for some rooms). Many teaching aids on Arabic Language Teaching have been created, but many of them are poorly used in the learning process. There are no books suitable for schoolchildren, in high school Khasanov M. "Arabic language" is a teaching manual. From the book "takallum", published in 2018 year in Egypt at the ATMs, Abdujabbarov A. It uses educational tools such as " Arabic textbook " but there is not a single textbook for individual schools, lyceums, OTMs that will make all the skills of students to be at a high level.

• - Analysis and Results

We can identify the most important personal and social characteristics that an Arabic teacher can achieve professional success in the following areas:

- 1-Self-Confidence: this is the perception of the professional self of the teacher, confidence in the teaching profession, enthusiasm and love for working in it.
- 2-Personality Power: that is, the teacher is distinguished by intelligence and freedom in decision making based on interest, attitude and persistence in responsibility.
- 3-Mastering the Course: that is, getting acquainted with the teaching material and theoretical training, which allows it to achieve a higher level than that of students.
- 4-Social Character: that is, the teacher is characterized by stability and emotional stability in his words and actions.
- 5-Emotional Balance: that is, the teacher makes a difference in social behavior with his students and establishes good relations with them.





6-Personal Effective: that is, positivity and the ability to interact with other elements of the educational process.

7-Growth and Innovation: that is, the spirit of initiative and the tendency to innovation and experiment.

8-Objectivity and Modesty: non-discrimination and intolerance in the treatment of students, as well as objectivity and modesty in the lessons pass without losing their dignity.

When teaching Arabic to people who do not speak Arabic, Al-kadam Mashail covered the strategies that the teacher should follow in his master's thesis:

1-Dialogue in Language Teaching:

2-Learning Arabic phonemes pronunciation:

3-Writing exercises:

4-Communication exercises:

5-Visual weapons: this is the basis of what is called an audiovisual orientation, it is not necessarily associated with a specific method of teaching foreign languages. On the contrary, audiovisual materials can be placed according to the principles of the educational method.

6-Vocal exercises: if we want to teach Arabic as a living language and a means of oral communication, students should be taught to hear and speak it.

7-Audio materials:

8-Using the dictionary:

9 - Language laboratories: modern language laboratories have become one of the main components of any integrated system of teaching and learning of languages. There are three main types of language laboratory: listening laboratory, listening and repetition laboratory (radio) and listening laboratory , reversing and voice recording laboratory. The teacher is the heart, pathologist and performer of the educational process, which is characterized by the uniqueness of its success.

1-The teacher must be cultured, familiar with the sources of Arabic heritage and familiar with modern linguistics.

2-For non-Arabic speakers, the Arabic language teacher must have professional skills, love and be proud of his / her own science.

3-Knowledge of training methods, methods and techniques.

4-Acquaintance with the use of technology in education.

5-Must be creative.

We have already highlighted the effectiveness of the teaching of communication in the teaching of the second language, because it used its own methods and teachings before





it and, despite criticism, tried to overcome their shortcomings. In teaching Arabic at different levels, it is carried out using the following procedure:

- 1-To raise the status of the use of the Arabic language:
- 2-Attention to communication in the educational process:
- 3-To ensure that educational topics are relevant to the student:
- 4-Gram ignoring the linguistic rules:

In this, students achieve classical tilni expression, observing the rules of mathematics. On the one hand, on the other hand, it obliges students to deal with the subject of linguistic heritage, which binds them to the environment and culture of this complex language, and it is desirable to teach it to learners of Arabic at a high level.

- 5-diversification of educational and educational situations to improve communication efficiency:

Teachers can provide lessons with means of communication in accordance with the Real conditions and levels of students, for example:

Artistic presentations, reading and reading contests give students the opportunity to present what they have learned and spend their communication skills in Arabic. To enhance the role of media in learning by watching and discussing movies or listening, recording and discussing audio clips. Encourage students to write diary in Arabic. To conduct reviews to encourage use in live communication situations for learners of Arabic at the oral or medium level.

When determining the criteria of pedagogical skill, real master teachers are distinguished by a special, subtle closeness to the personality of their student." The psychological structure of the teacher's activity is considered as an integral, most important component of his work. The ability to "focus on the system of interacting elements in the psychological system of activity" is one of the most necessary. Pedagogical skills are provided, first of all, by the presence of psychological and pedagogical components in the structure of the teacher's work, the degree of their activity and the degree of pedagogical abilities.

The concept of pedagogical psychological perception (PPP) refers to the capabilities of a person engaged in educational activities. This is a complex term, which can not be reduced both to pedagogical abilities, and to the awareness of the educator in the field of pedagogy and psychology, and to the analysis of personal characteristics, etc., because otherwise the interpretation of the teacher's capabilities turns out to be one-sided. By the PPP, we are" conditioned by a high level of psychological and pedagogical training " (N. V. Kukharev) and "high level of self-organization of professional pedagogical activity "(N. N. Tarasevich) refers to a certain set of qualities (characteristics) of the person to whom we provide.





The main components of the PPP are three blocks:

Psychological-pedagogical literacy is the knowledge that is called General professional. Psychological and pedagogical skills-the ability of the teacher to use his knowledge in educational activities, Organization of interaction.

Professionally significant personal qualities are inextricably linked with the process of pedagogical activity and inevitably grow out of their nature. (The fact is that any personal qualities of the teacher are reflected in their profession and affect the students, provide for the specific external performance of knowledge and skills.)

Experimentally proved that the difference between highly trained teachers and low-skilled teachers is obvious in the different expression of psychological components in the system of professional knowledge. The high level of formation of psychological components allows the teacher to reconstruct the entire system of previously acquired knowledge and " restore new knowledge, in turn, the formation of differentiated, social-and autopsychological components of the assimilation of this knowledge in his students, that is, the evidence of PPP will be the results achieved by the students. According to Sukhobskaya, psychological and pedagogical knowledge is a clear methodological principle of assessing the effectiveness of the actions taken by the teacher, analyzing practical situations and criteria (we can only record real changes in the level of knowledge and education of students that occur in practice psychologically, and in fact represent the psychological result of interaction in the educational environment).

This means that the curricula should be gradually adapted to the new information and technological state of the modern society, which should not only focus on the tasks of memorizing a lot of knowledge, but also focus on the tasks of their practical application and the development of the evristic, innovative, concretionary functions of the mind.

In the professional transfer of pedagogical staff, psychological compensation increases their qualification for more accurate use of tools and methods of interaction with students in the implementation of the objectives of the development of the potential of their general and special abilities.

Conclusion/Recommendations

Today, the problem of ensuring the quality of the educational process for our country is of utmost importance. But no matter what reforms are carried out in the educational system, in the end they are limited, unilaterally, to a specific Executive-teacher. It is the teacher who takes the main place in the implementation of the main innovations in practice. Candidate of psychological sciences D. A. Ivanov noted that " the field of





education refers to areas of activity or intellectual work, which are determined by a complex set of skills. The task of the teacher is to help students develop their abilities, to realize their social significance. The ability to learn and develop, as well as the ability to communicate positively in a working group for the overall result, has become one of the main social values in modern society and, as a result, the main content of school education. The purpose of education is not to give knowledge but to teach the students the use of tools that will help them to generate knowledge. The success of the educational process in many respects depends on the personal qualities, professional skills, abilities and qualifications of the teachers. To meet these requirements, the teacher must first have a psychological competency. At the center of any competency: a certain system of professional, personal, sub-psychological characteristics, these are psychological competences that ensure success in various interactions with the world, other people and yourself.

Thus, the teacher must first of all love his profession, pass the lesson with an individual attitude to each student and analyze the learning situations, that is, analyze the tasks that the student performs in order to analyze the level of learning, especially in progressive assessments and the targeted situation; this is designed to identify the communication situations that the student needs (writing a In determining the competence of each teacher, it is important to pass the exam on the basis of international standards and pay attention to the fact that the Arabic language is taught more as a language with the help of good pedagogical conditions.

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