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**THE METHODS AND THE WAYS OF TEACHING THE ARABIC LANGUAGE WITHIN THE FRAME OF THE PRIVATE COURSE IN SECONDARY EDUCATIONAL ESTABLISHMENTS IN KAZAN**

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**Abstract**

*The paper deals with the analysis of the methods and the ways of teaching the Arabic language within the frame of the private course in secondary educational establishments in Kazan (Tatarstan). The Arabic language has a definite place in the educational process. Under optimal conditions, the introduction of unified educational-methodical maintenance of teaching the Arabic language on optional base in secondary schools and gymnasiums of Kazan city should provide increasing efficiency of the educational process as well as transmit a high methodical level. Series of the educational tool «Arabic for grades 5-11» are designed to systematize and standardize the teaching of the Arabic language in the secondary schools of the Republic of Tatarstan on the basis of modern training methods. The analysis of the problem of teaching the Arabic language as a private course in the Secondary educational establishments revealed the necessity to improve speaking, listening and writing skills of pupils. There is no doubt that each type of those skills is rather essential, but it is quite difficult to improve them simultaneously.*

**Key words:** *Arabic, unification, mutual learning, planning, teaching methods*

**INTRODUCTION**

As an optional course the Arabic language fundamentally differs from any other school subjects. Logical structure is acknowledged to be an essential peculiarity of the Arabic grammar. Most grammatical occurrences are explained by strict settings. This fact gives an opportunity to compare the Arabic language with some mathematical rules. That is why the studying of Arabic promotes the elaboration of our minds and intellects. Within the frame of Arabic studies, we have to extend pupils' outlook, introducing them to peculiarities of the Arab countries, their cultures, habits, and their historical events (Mingazova, Mukhametzyanov, & Zakirov, 2013a, p. 9-10).

## MATERIALS AND METHODS

Within the process of teaching Arabic to pupils and improving their skills in different types of speech activity, we have to accept the fact which is based on the emotional and the dynamic comprehension of the language. We are not able to reduce the language's comprehension to a particular type of speech activity. Sensational and intellectual comprehension of the language is alleged to be one of the most actual ways to familiarize pupils with the Arabic language, because this way contributes to the activation of pupils' spiritual world, their feelings and thoughts.

It is quite impossible to communicate without an actual comprehension of a foreign language. Writer A.V. Lunacharskiy once said: "The fact is that our feelings are much more important than our thoughts. We consider something known after we have felt it not only by our mind, but also after we have encouraged our whole nervous system". All impressions, views and knowledge that passed through the soul and the heart of a kid are considered to be his own knowledge, his own opinion, his minds and convictions, his attitude to something good and bad, which defines the moral position of a person. That is why it is rather difficult to overestimate the value of the aesthetic education (Zakirov, Mingazova, & Mukhametzyanov, 2010, p. 3-7).

Studying Arabic aims at a complex realization of practical, educational and secondary purposes, more than that, the educational and the secondary purposes are accomplished during the process of practical mastering of the Arabic language. Teaching the Arabic language contributes to the pupils' acquisition of deep knowledge and reliable skills, the development of pupils' cognitive interests, providing the unity of education and training.

The practical aim relies on teaching pupils to speak the Arabic language. The educational program at school is based on the practical mastering of Arabic, the language that pupils will be able to improve in the universities of the Republic of Tatarstan or Arab countries. A school program is also based on mastering of the main types of speech activity – listening, speaking and reading. Despite the fact that writing is used as an instrument of teaching and improving reading and speaking skills, writing is acknowledged to be a rather important type of teaching. That is why teachers of foreign languages spend a lot of time for writing (Zakirov et al, 2010, p. 13-14).

The optional course of the Arabic language is based upon oral practice, which determines the teaching process of all types of speech activity on the basis of oral speech. What is more, the teaching process implies an oral introduction of oral material, which is required to teach reading. Hereinafter, at the middle stage of the teaching process oral training is gradually diminished, but at the senior stage reading

is operated independently by a previously generated basis and due to the difficulty of the literary Arabic language, teachers spend much time teaching the way of using the Arabic dictionary, which differs from dictionaries of other languages. Mastering listening skills is based on the understanding of foreign-language speech, that is generated by a language-program material and teachers' optimum presentation listening tapes and video materials. The requirements of mastering listening skills on different teaching stages are different concerning texts, suggested for listening, the length of listening tapes and the difficulty of the language material, the number of unfamiliar words (Zakirov et al, 2010, p. 19-21).

The message of the private course is relied on teaching pupils to read inwardly with understanding unfamiliar texts. Moreover, reading inwardly is alleged to be a secondary way and a methodical type of teaching. By the end of teaching, pupils are able to read simple texts from science-fiction literature, adaptable texts from literary works. In fact, pupils are allowed to use Arabic-Russian dictionaries, depending on the difficulty (Zakirov, Mingazova, & Mukhametzyanov, 2011a, p. 114-125).

The process of teaching the Arabic language in school is based on different exercises of listening, speaking and reading. The process is supported by some textbooks, based on the methodical complex for each grade. On the other hand, the work on the improvement of pronunciation, especially on articulating difficult emphatic consonants, must be conducted during the whole teaching course of the Arabic language. During the course teachers must achieve the intensified teaching process by a broad application of technical means, providing different workbooks, audio and video materials. We must pay our attention to the non-classroom work of pupils in studying Arabic, especially at senior stages. The main mission at this stage relies on home reading, which is necessary during the course. As a private course, the Arabic language plays an important role in the formation of the feeling of morality, patriotism, expansion of pupils' outlook with the help of different teaching materials. The Arabic language enriches pupils by the knowledge in the field of geography, history, literature, art, traditions and customs of Arab countries, the achievements in the science-technical progress. The Arabic language develops pupils' intellect, so they get the main view of the language structure, get to know the rules that differ Arabic from the mother tongue.

The message of the private course is based on teaching pupils the Arabic alphabet, writing, Arabic pronunciation, reading, monologue and dialogue speech, the formation of simple grammatical skills in structure phrases and sentences. In order to achieve the rule, we need to do the following: 1) teach students the Arabic alphabet

and the rules of pronunciation; 2) form the Arabic pronunciation; 3) teach the reading skills in the Arabic language; 4) teach monologue and dialogue speech.

Having said that methodical recommendations, planning the material and exercises of the lessons carry indicative features (not understandable: sentence disconnected). Regarding the facilities and the features of the teaching process in class, a teacher makes some corresponding changes in the material's dosage, choosing exercises; a teacher determines their sequences and the deadline of compliance, maintaining methodical principals and education system which is alleged to be the basis of the teaching process. The first stage of a lesson (checking home task) contains checking of the previous lesson's material. Pupils train in writing the words at home in their exercise books, while at the lesson a teacher explains the main rules of writing this or that word. During the studying of the Arabic grammar we are allowed to evade listening to Arabic tapes to save time; in this case a teacher is considered to be an "example" of reading. An exercise book gives the opportunity to fix the lesson's material independently, while the teacher is to check the level of the learned material by a pupil and to increase the number of lessons for the independent work of pupils.

A teacher must: 1) arrange the teaching process of the Arabic language in order to develop and enlarge pupils' motivation to study the language; 2) use different working conditions in order to enlarge the pupils' productive time; 3) conduct the lesson in a normal pace, paying attention to the active behavior of pupils. The concept of visualization has always been an important in studying foreign languages, especially to children. As a matter of fact, a teacher has to: 1) use aural visualization. If a teacher does not use listening tapes, he does not develop phonemic hearing, does not form the skills to understand foreign speech at hearing, as a result, he fails to teach the Arabic language at the following stage; 2) teach the pupils how to use listening tapes at home or the second side of the Arabic class (not understandable) independently.

Educational and upbringing aims of the private course: 1) communicative aim. Upbringing is aimed at the formation of a person as an ideal of the society. Having said that educational and upbringing aims are achieved during the process of the framing speaking skills (not understandable: sentence disconnected), in other words, communicative teaching is aimed at nurturing a person (Salistra, 1966, p. 238). Communicative teaching of a foreign language has a positive influence on the mental functions of a person. While the student accomplishes different difficult exercises, his intellect gets developed. More than that, communicative and cognitive functions of the intellect are developed actively. Communicative concept is constructed in such a

way that pupils' actions, their experience, views, educational and non-educational interests, their feelings do not remain outside school, on the contrary, they are applied to during the speaking practice at the lesson (Zakirov et al, 2010, p. 16); 2) grammatical minimum. Secondary school system doesn't have a possibility to comprehend all grammatical rules of the Arabic language due to its extensiveness and difficulties of the formation of its grammar skills. That's why it's necessary to enhance differentiation in the selection of the material for active and passive grammatical minimum and to present difficult grammar rules in a simplified way. It is advisable that reliance, visualization, schemes be used, and in the process of comprehension of the easy material it is allowed to give more difficult exercises (Mingazova et al, 2013b, p. 31-48); 3) Exercises' availability. The main factor that leads to success in teaching the Arabic language and formation of the grammar skills is the exercises that improve speaking skills of the pupils. Teaching Arabic must be organized in the form of available explanation and exercises. Too easy as well as too difficult work do not stimulate pupil's activity; 4) Group and independent work of pupils'. Diversification of work forms (individual, pair, front) at the lesson leads to the active participation of every student, he can not evade the work (for example, during the individual survey) during the teaching process. The intention to enhance the teaching efficiency and to form practical skills doesn't make use group work of pupils, as the process of their self-study takes place (not understandable) (Zakirov et al, 2011b, p. 61-76).

5) Home reading. Home reading is considered to be necessary for all students, added for an exercise book, a permanent reading, aimed to take informative details (jumbled words). In this way, reading must be feasible. That is why all texts should be easy (adapted) from fiction, social, political, and science-fiction literature which contains familiar grammar material. So, the main aim of home reading is to take information from foreign texts. What is more, systematic and regular reading is alleged to be an essential lexical resource and the development of speaking skills of pupils. Home reading leads to introducing students to foreign texts as a real speaking action (Zakirov et al, 2011c, p. 4-34).

## **RESULTS**

Recapitulating, studying the Arabic language develops students in the following ways:

Pupils get to know new and unfamiliar lexical units, containing the theme of the stage (not understandable) of study and corresponding to the situations of speaking;

Pupils get to know familiar grammar concepts – the information from authentic resources that enrich their social experience;

Pupils are able to compile a dialogue, using evaluative opinions, saying a few words about themselves, their plans, etc.;

Pupils are able to speak about their friends, discuss the theme they study, represent their country in the Arabic language.

## CONCLUSION

Having searched the problem of teaching the Arabic language as a private course in the Secondary educational establishments, we found out that we must improve speaking, listening and writing skills of pupils smoothly. There is no doubt that each type of those skills is rather essential, but it is quite difficult to improve them simultaneously.

That is why, for the first time a student should study the information about Arab countries, using material in the Russian language, then, he should listen to easy tapes in the Arabic language about Arabic traditions, assumptions etc. Then he should speak with his teacher, some native speakers, using the Internet.

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