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MODERN AND INTERACTIVE METHODS IN TEACHING ARABIC LANGUAGE

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Annotation

The use of modern and interactive methods in the teaching of the Arabic language leads to the achievement of high efficiency in the teaching process. It is appropriate to choose these methods based on the didactic task of each lesson. While preserving the traditional form of the lesson, enriching it with various methods that activate the activity of the students will lead to an increase in the level of mastery of the students.

Key words: *modern and interactive methods, level of mastery, education, work in groups, debate, problem situation, project, role-playing games.*

Today, it is appropriate to consider the organization of globalization on the basis of compliance with the principles of science as the main factors for eliminating such problems. The unique opportunities of education are now related not only to arming the human mind with new rapid capabilities, but also to reconstructing its consciousness. A new stage in the development of human civilization changes a person's ideas about the formation process, personal qualities, life goals and values. For the young generation, the educational system sets new requirements in terms of quality. The improvement of the education system, in turn, depends in many ways on the consistent introduction of new, modern, advanced pedagogical technologies in this field. Taking into account that the effectiveness of education is determined by the extent to which the student actively participates in this process, new teaching methods and forms provide students with an opportunity for independent thinking and creative approach.

Modern and interactive methods of teaching the Arabic language are currently the most common and widely used methods in all types of educational institutions. For this purpose, the lesson process should be organized rationally, the teacher should increase the interest of the learners and constantly encourage their activity in the educational process, divide the educational material into small pieces, and open their contents intellectually. It is required to use methods such as attack, small group

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work, debate, problem situation, guided text, project, role play and encourage learners to do practical exercises independently.

When choosing interactive methods of teaching the Arabic language, the purpose of education, the number and opportunities of students, the educational and material conditions of the educational institution, the duration of education, the pedagogical skills of the teacher, etc. are taken into account.

Interactive methods mean methods that activate learners and encourage them to think independently, with the learner at the center of the educational process. When these methods are used, the teacher invites the learner to actively participate. The learner is involved throughout the process.

When creating a case, it is not necessary to use its written form to express a specific situation. Photographs, videos, audio recordings or slides can be used to represent situations. All these tools help the students to embody the situation closer to reality. At the same time, information in written form is easier to process and analyze than, for example, information in the form of photography. In these cases, it is necessary to fill the photographs with written information. It is appropriate to use cases using multimedia information in teaching students who have experience in studying written cases.

Case-study (certain situations) can represent problems that are perceived by individuals, partners, groups, enterprises, even on the scale of the whole country according to its educational nature. Cases can be used in various fields of education: business, management, medicine, architecture, construction, as well as in all disciplines that require the ability to accept the solution of a non-standard set of problems. With the help of "case-study", problems in teaching are identified, solutions are found, and recommendations are developed. Quality case studies take a lot of time to prepare, formalize and review. At the same time, the case study, which is properly structured and included in the curriculum, provides an opportunity to achieve the desired results in mastering the subject.

"Match Grains" strategy

The strategy of "match grains" is used in order to determine the extent to which the learning material has been mastered by the students. The strategy helps students to create various problematic issues or situations based on the topic of the educational material, to extract the basic concepts of the topic, to interpret, analyze, and describe them. Also, during the training, the strategy allows each student to perform various tasks individually and work on them independently.

"Interview" method

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Methodological purpose of the interview: to have certain information about each problem, to teach to answer now, to strengthen the topic.

Just like the interview method, the interview method belongs to the question-and-answer method.

Often, interview questions are made similar to sociological questionnaires, that is, with the aim of obtaining many answers on various issues. Such an approach to the interview method corresponds only to the first stage of research, the stage of initial acquaintance with the problem. However, questions created taking into account knowledge and the structure of the studied mental properties can give very valuable results for further determining the structure and levels of the studied conditions. The procedure for conducting the technology of this method: the participants are divided into 3 groups and 1 expert, 3 journalists. Each group will show a pre-prepared video clip and film. Then a journalist attached to the group comes to them, interviews and comments. The group is given 15 minutes to prepare.

In the "Word Game" groups choose cards and distinguish the areas of cell and animal genetic engineering from the information placed on them.

The results are displayed on the board. After the teacher completes the "cluster" exercise on the paper with a word written on it, the teacher gives a task on the logical grouping of words. For example, grouping in educational, historical or educational areas.

After the task is completed, feedback from the groups will be heard.

"Key phrases" method

The technological purpose of the "Basic phrases" method:

- increasing students' interest in science;
- to repeat all the topics covered;
- to test one's true knowledge without using notebooks;
- teach the student to concentrate and think quickly;
- involvement of all students in the group and evaluation of each student;
- training procedure:

Divided into groups, students are given handouts with key terms. Students are given 2 minutes to familiarize themselves. Then the teacher reads the scientific definition of a term, which he thinks is correct in consultation with the group of students they multiply their answers after the command is given. (It is not possible to raise more than 1 answer, to raise an answer late.) in this way, all the definitions are read, and the answers are marked on the board by the teacher. That is, the board is divided into 4, and a line is burned to the group that raised the correct answer. At the end, the answers are counted, the members of the group who gave the most

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correct answers will be awarded 3 points, the group with average results will be awarded 0.5 points, and the students of the group with the lowest results will be awarded 2 points. Expected results: All participants in the group will be transformed from passive listeners to active participants.

Encourages participants not only to know the scientific definition of terms, but also to explain the tariff of this term in simple language. The participants will be able to fully master these topics, they will be taught to think quickly.

The conclusion is that, based on the modern and interactive methods of teaching the Arabic language, students learn well, 80-90% efficiency is achieved. The rule of this method is "Let me do it myself, and it will be mine for life."

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