

USE OF INTERACTIVE METHODS IN TEACHING THE SUBJECT "APPROPRIATE DETERMINATION" IN ARABIC

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ANNOTATION

In this article, recommendations have been developed for the application of such new pedagogical technologies as brainstorming, the Pinboard technique, the Venn diagram, the "Insert" strategy, the five-minute essay, in the training of the topic the agreed definition in Arabic. It was found that the application of the above-mentioned interactive methods in the process of the lesson will help to form theoretical and practical knowledge in accordance with the agreed definition in Arabic, the skills of logical thinking and organization of the joint dedication of the teacher and students.

At a time when the social, political, cultural and economic ties of our country with foreign countries of the East are strengthening, one of the urgent issues of the day is to train talented philologists, translators, simultaneous translators who are fluent in foreign languages, including Oriental languages. It is important to introduce international educational standards for foreign language teaching in the system of continuing education in Uzbekistan and to base it on the level of "pan-European competencies in foreign languages: learning, teaching, assessment."

Many scholars are currently researching the purpose, content, and objectives of the new pedagogical technology. Because the proponents of this progressive idea value its essence, and it is true that it is in demand in all educational institutions. Not only in Europe and the United States, but also scientists of our republic are developing technological methods in accordance with the spirit of our mentality, and their achievements in this field are recognized by foreign scientists. We must not only be consumer educators, but also provide others with new methods and techniques that are the result of our pedagogical research. To do this, we need to better understand the content and purpose of the new pedagogical technology created by scientists in Western Europe and the United States in the 60s of the twentieth century, paying attention to their essence. Those who study a lot in this field will have the opportunity to create new methods, to inspire new aspects of teaching.

Effective use of new pedagogical technologies, firstly, places a great responsibility on the teacher, and secondly, makes it much easier for the teacher to explain the subject. It is important that the teacher has a good understanding of the content, essence, and purpose of the new pedagogical technology and is able to incorporate it into the teaching process and apply it to the explanation of the topics.

This article provides advice and suggestions on how to use new pedagogical tools, using the example of "Adaptive Determinant" in Arabic lessons. Methods and techniques used during the lesson:

1- application. Brainstorming and Pinboard techniques

In order to explain to students the adaptive determiner in Arabic, to teach them to use this type of determiner correctly and appropriately in oral and written speech, first of all to determine

their level of knowledge on the subject, morphological units It is advisable to use a generalized mental attack and pinboard technique in order to systematize the knowledge about.

The brainstorming method is easy to use in both lectures and practical classes. This method instantly covers all the students in the classroom and activates them.

It is a good idea to have a whole topic, a part of it, or a set of questions for students on a selected problem prepared in advance by the teacher.

Brainstorming can take 5-10 minutes, depending on the solution to the problem. Students' answers are not allowed to be interfered with by the teacher or others, and the results are not evaluated or graded. This rule is often violated automatically by the teacher, which means that the student quickly corrects the reaction to the misconception. This situation makes students stop thinking and undermines the method of mental attack used in the classroom. The goal is to get students to express themselves, albeit incorrectly. After the teacher has summarized, each student will know whether the opinions expressed are correct or incorrect.

Students' thinking is guided and encouraged by the teacher. From time to time opinions are generalized.

Once opinions on the problem have been formed, it is finalized and finalized. Students then compare their suggestions on their own, understand right and wrong, and evaluate themselves. However, the teacher is not allowed to evaluate or reprimand them.

Pinbord (English: pin, board) is a method of discussing or adapting a learning conversation in a practical way.

Instructor:

- Expresses his / her point of view on the solution of the proposed problem.
- Organizes mass mental attack.

Learners will be able to:

- Suggests, discusses, evaluates, selects the most acceptable (effective and other ideas and writes them on a piece of paper in the form of key words (no more than 2 words) and attach to the writing board.
- Group members (2-3 students selected by the teacher go to the blackboard and consult with others:
 - Sort out obvious mistakes or repetitive ideas;
 - Identify disputes;
 - Identify ideas by possible criteria;
 - Group all ideas on the board according to these symbols (cards / sheets).

Instructor:

- Summarizes and evaluates the results of work.

These two methods are used to summarize ideas about the adaptive determiner in Arabic as follows:

Divided into groups or pairs, depending on the number of students, a sticker is given to a group or pair of students, depending on the number of students. The first page of the sticker contains the following tasks:

1. Write five descriptive phrases on 5 stickers, making sure that the identification belongs to the gender of muannas and muzakar.
2. Write descriptive phrases on 5 stickers, using each phrase in both plural and singular forms.
3. Write descriptive phrases on 5 stickers, making sure that they are used clearly and vaguely.
4. Make 5 phrases with the pronouns and write them on the stickers.

Students write the phrases on the stickers and stick them on the board. 20 stickers will be attached to the board.

When the task is completed, the teacher invites a student from each group or pair who has not been on the board. Students look at each sticker, using different colored markers, mark - if they are wrong, and - if they are correct. What if they don't know for sure if the compound was used correctly or incorrectly? - They put a question mark. The teacher discusses the students' conclusions with the group and summarizes the results.

For example:

جديد - *new home*

مدينة جميلة - *beautiful city.*

باب قديم - *old door.*

يد طويلة - *long arm*

The teacher explains the Arabic adaptive identifier and its features based on the students' feedback on the board.

2- Application Venn Diagram

It is useful to use the Venn diagram to explain the differences between adaptive and non-adaptive determiners in Arabic. Venn is in the form of a diagram-graph, which is used to summarize the results, to draw conclusions from them, to analyze and study two or more objects (appearance, fact, concept). A diagram is the intersection of two or more circles.

Objective: To develop knowledge and skills in comparing two or more objects and concepts, identifying different and common aspects.

Implementation steps:

Phase 1. Students (with their partners) fill in two circles, each of which lists two aspects of the concept.

Phase 2. Divides students into small groups (4-5 people) and compares and completes the diagrams.

Step 3. A small group of students is asked to identify the general properties of these concepts (adaptive and non-adaptive determinant).

Step 4. Each group reads the specifics of each concept. Others fill in the blanks when needed.

Step 5. The other group reads the (common) features that combine the two concepts. Others fill in the answers when needed.



3- application. "Insert" strategy method

Students are encouraged to use the insert strategy in the process of reinforcing the topic of adaptive identification in Arabic.

The students in the group are divided into groups and the groups are named. The teacher asks each group of students to make two comments or rules on the topic of adaptive identification in Arabic. The groups take turns (it is advisable to ensure that all members of the group are actively involved in the process). The ideas expressed will be written on the board. At the end of the activity, the teacher distributes a text (which may be the text of the lecture) to the students to illustrate the content of the topics. You will then be given the following task:

a) Read the text;

b) Put the following characters in each line of text:

If the Z-text reflects the opinion expressed by the group;

If the S-text contains an opinion not expressed by the groups;

If there are conflicting opinions in the D-text;

? - In case of misunderstandings in the process of acquaintance with the text.

The group members then share their personal views, and the number of characters in the group is summarized. Through leaders, the amount of each character is explained and explained. The teacher writes the numbers recorded by the groups in the column with their names.

After the teacher has finished thinking about each group leader, he or she will help the students to resolve and understand the contradictions and misunderstandings that have arisen.

The groups then review the text in the textbook, identify key concepts, and try to model the logical relationships between them. The ideas put forward by the groups are summarized and communicated by the leaders in the group team.

The organization of the teaching process on the topic "Adaptive determiner in Arabic", the formation of an understanding of the characteristics and composition of adaptive determinants, the application of interactive methods to teach the practical application of the laws of adaptation of determiners and determiners effective. In particular, through the method of brainstorming, students have the opportunity to recall their knowledge of the compounds that are involved in the identification and identification relationship, to systematize them. In this case, if there are students who have a wrong opinion on the topic, they will correct their shortcomings. The pinboard technique is also used in conjunction with the brainstorming method, which teaches students to update the existing database, collaborate with regulation, think critically, and evaluate themselves. Venn diagram and insert strategy effectively serve the process of consolidating the acquired knowledge.

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