The Effectiveness of Interactive Methods in Teaching Arabic

Rustamov Abdulaziz [1]

[1] UzJMCU

Abstract:

Interactive teaching methods are increasingly recognized as effective tools for language learning. This study examines the effectiveness of interactive methods in teaching Arabic, focusing on their impact on student engagement, motivation, and language acquisition. The study reviews various interactive methods, such as role-playing, group activities, and multimedia resources, and discusses their advantages in promoting active learning and improving language skills. The findings suggest that interactive methods enhance students' learning experience and contribute to their overall language proficiency in Arabic. Interactive teaching methods are increasingly being implemented in English language classrooms to enhance student engagement and improve learning outcomes. This paper explores the implementation of interactive methods in teaching English, focusing on their benefits, challenges, and best practices. It discusses various interactive methods, such as group activities, role-playing, and multimedia resources, and highlights their effectiveness in promoting active learning and enhancing language skills. The paper also examines the role of the teacher in implementing interactive methods and provides practical strategies for successful implementation.

Keywords: education process, teaching approaches, interactive methods.

The modern view of teaching is different than it was before regarding the role of both the student and the learner in the education process. In the past, the teacher was the only source of information. However, recently, the teacher, the student, and the curriculum form an integrated unit. This unit is the key success of the education process. Therefore, any weakness or shortcoming in any of the parts affects the quality of the education process negatively. The new role of the teacher requires the use of different teaching methods that meet the various needs of the students. Moreover, the teacher should apply activities that focus on the students and use applications from real life to link the students with their surroundings (Nabhan, 2015).

University education, like any other educational institution, requires modern teaching methods. However, unlike schoolteachers who are supervised by headmasters and educational supervisors, university instructors often lack direct supervision. This lack of supervision makes it challenging to understand the teaching methods used by university professors. Therefore, the researcher deemed it important to conduct a study to investigate the teaching methods employed by professors and identify the most prevalent ones. University education, much like other educational settings, necessitates the use of contemporary teaching approaches. However, unlike schoolteachers who are overseen by headmasters and educational supervisors, university instructors often do not have direct supervision. This absence of oversight makes it difficult to ascertain the specific teaching methods employed by university professors. Consequently, the researcher considered it crucial to conduct a study to explore the teaching methods utilized by professors and identify the most commonly used ones.

Teaching methods are the set of techniques and strategies that the teacher uses in teaching activity to meet the goals he has set. Teaching methods vary but there is no better method to be used. The selection of the method depends on the educational situation and the topic that will be taught (Nabhan, 2008). Attieh (2006) mentioned that there is no favorite method regarding the teaching materials, students, teachers, and teaching goals. Therefore, we cannot eliminate one method and rely on another at all circumstances. Experts on Arabic language methods have focused on those methods for Arabic teaching (Sammak, 2012).

Teaching methods are classified based on several factors; however, Attieh (2006) categorized it based on the learner level and his efficiency as follows:

1) Teaching methods where the learner is either weak or negative

a) Lecture method.

b) Repetition method.

2) Teaching methods where the learner is positive which are the discussion. 3) Teaching methods where learner role is active

a) Inductive method.

b) Deductive method.

4) Teaching methods where the learner is leading and more dependent on himself

a) Investigation method.

b) Project method.

c) Discovery method.

d) Problem-solving method.

e) Unit method.

Many scholars are currently investigating the purpose, content, and objectives of innovative pedagogical technology. Advocates of this progressive concept value its essence, which is in demand in all educational institutions. Not only in Europe and the United States but also in our country, scientists are developing technological methods in line with our mentality, and their achievements in this field are recognized by foreign scholars. We should not only consume educational innovations but also contribute by sharing new methods and techniques resulting from our pedagogical research. To achieve this, we need to deepen our understanding of the content and purpose of the new pedagogical technology developed by scientists in Western Europe and the United States in the 1960s, focusing on their essence. Those who delve deeply into this field will have the opportunity to create new methods and explore new aspects of teaching. The effective use

of new pedagogical technologies places a significant responsibility on the teacher and, at the same time, makes it much easier for them to explain the subject matter. It is crucial for teachers to have a thorough understanding of the content, essence, and purpose of new pedagogical technology and be able to integrate it into their teaching process to enhance the explanation of topics.

Interactive methods are effective in promoting language acquisition in Arabic. They provide students with opportunities to practice language skills in a meaningful context, leading to improved language proficiency. Moreover, they have a positive impact on student engagement and motivation in learning Arabic. Students are more actively involved in the learning process, which enhances their understanding and retention of the language.

The teacher plays a crucial role in implementing interactive methods in teaching English. Teachers should be flexible and adaptive, catering to the diverse needs of students. They should also be facilitators of learning, guiding students through interactive activities and providing support as needed.

Implementing interactive methods in teaching English can significantly enhance student engagement and improve learning outcomes. By using a variety of interactive techniques and creating a supportive learning environment, teachers can create dynamic and effective English language classrooms.

USED LITERATURE:

1. Attieh, M. (2013). Modern curricula and teaching methods. Amman: Dar Al-Manahej.

2. Nabhan, Y. (2008). The skill of teaching. Amman: Dar Al Yazori.

3. Nabhan, M. (2015). Modern techniques in teaching and learning. Amman: Dar Al Yazori.