UTILIZATIONINTERACTIVE DEVICES IN TEACHING ARABIC LANGUAGE AT THE SECONDARY LEVEL

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Abstract:

The current research seeks to identify the importance and significance of the use of interactive devices in teaching Arabic language in Iraq. The questionnaire was used as a study tool as it was verified that it was valid and reliable for the secondary stage with regard to the visions of teachers and students in Baghdad governorate. The research sample included (36) teachers for a language subject. Arabic in government schools, where they were randomly selected in Baghdad governorate.

The most important findings of the research were as follows: 1- There are no differences attributable to the gender variable in the response of the study sample members of the student towards the importance of using interactive devices in teaching Arabic to the secondary stage. 2- The absence of differences attributable to the variable years of teacher experience in the response of individuals. The study sample of teachers about the importance of using interactive devices in teaching Arabic for the secondary stage.

Introduction:

The world witnessed an accelerated development of educational technology that cast a shadow over all aspects of life in all axes, including the axis of education in general and the teaching of languages, including the Arabic language in particular for all levels of education, including secondary education in particular, as it brought about a cognitive, scientific and technological development such as a shift It is exemplary in all the directions and instructions that educational

centers work on, and given the importance of secondary education as the entrance gateway for universities in various scientific and literary disciplines, the attention of educational planners has focused on raising the level of secondary education outputs, so teachers and teachers focused on adopting technological innovations, including interactive devices during teaching High school.

The Iraqi government supports the programs of the Arab Educational, Cultural and Science Organization in developing Arabic language curricula, methods and strategies for teaching it, and advancing the Arabic language to move towards a knowledge society through mandating the educational system and its educational and educational institutions by strengthening the abilities of students studying the Arabic language to interpret and transmit information through new learning methods supported by the organizations Arab educational, cultural and science.

Interactive devices are among the educational and pedagogical methods used in educational technology and the most common and useful in educational classrooms. And store, print or send what has been explained to students via e-mail when they are unable to physically attend in the classroom at the same time. (1).

Allowing the use of technology in schools and developing new methods of teaching and learning such as smart boards has good effects on the educational process in general and learning languages in particular, such as: raising the level of student achievement, feeling enjoyment during the lesson, contributing to the development of class interaction, motivating students to learn, and encouraging innovation, It contributes to meeting the multi-sensory learning needs (sensory, visual and auditory) for a wide range of students, enhancing interaction and discussion in different classrooms and making lessons more comprehensive, cooperative and engaging, and helps teachers explain new cultural and linguistic materials and motivates them towards creative teaching and increases their enthusiasm, thus raising the level of Educational outcomes for students, and they can be used in a variety of educational settings (2).

The results of many studies have proven that allowing digital educational educational technologies such as computers and other means that depend on it in their work have achieved success in teaching languages.

In light of the foregoing, the researcher finds the need to familiarize himself with the degree of use of interactive devices in teaching Arabic language for the post-intermediate stage with regard to the visions of teachers and students in Baghdad governorate and try to enhance their positive role in achieving educational and educational effectiveness in schools.

The study Problem:

The Arabic language is the language of instruction, communication, and daily life for students in Iraqi schools. It was and still is the language of civilization, various sciences, and scientific progress, and it is a developed language that keeps pace with the developments of each era. However, many Arabic language curricula and books are characterized by some complexity and monotony and lack of focus on the basic function of it, such as controlling words, correct speech and writing, which led to students' poor level of Arabic language and not developing their language skills. Therefore, the voices of scholars and educators have risen to improve the curricula and vocabulary of the Arabic language and keep pace with the times by developing and developing educational methods for teachers and encouraging them to adopt the latest methods, skills, techniques and teaching methods, and some educators and those concerned with the matter

refer to the causes of poor students in the Arabic language subject to the methods and strategies of presenting and teaching them

It has recommended employing a lot of educational programs with regard to employing interactive devices in teaching Arabic language, and given the importance of researching the degree of importance of using interactive devices in supporting Arabic language education for high school students for teachers and students in Baghdad, this prompted researchers to study this topic and leave Results may benefit those interested in this field.

The study problem includes the answer to the following question: How important is the use of smart boards in supporting the teaching and teaching of Arabic language for secondary school students with regard to the visions of teachers and students in Amman Governorate according to the teacher's gender variable and the number of years of experience?

Objectives of the study:

The study aims to:

1. A qualitative addition to theoretical literature in the field of using interactive devices in the teaching process for various levels and subjects.

2. Encouraging teachers and teachers of the Arabic language subject for the secondary stage towards employing interactive devices in displaying and teaching the Arabic language, which improves their educational performance and raises the level of students' achievement.

3. A clearer vision for decision-makers about the use of technology in the education sector, especially the use of interactive devices in teaching due to their importance and positive effects in improving educational outcomes.

4. Employing interactive devices in teaching different school levels.

Arabic language skills

There are basic skills for every person who speaks Arabic, and these skills are as follows:

1- Reading: It is an emotional and mental method that includes explaining symbols and drawings, understanding the meanings, judgment, criticism, deduction and appreciation.

-2 Writing: It is the method of recording ideas and spoken sounds in written symbols called alphabetical letters that are organized according to the rules of the language in the form of words and interconnected sentences.

3- Listening: It is a complex skill that includes the method of hearing accompanying attention and focus aimed at identifying students' attention to an audible topic, understanding it and interacting with it to develop their cognitive, emotional and skill areas.

4- Speaking: A means of expressing thoughts and feelings in the form of systems whose significance is harmonious and whose meanings converge in the manner required by the mind, using correct language.

The importance of teaching Arabic:

The importance of teaching Arabic is highlighted by the following:

1- Acquiring the Arabic language.

2- To employ the Arabic language in daily life.

3- Contact and communicate with others.

4- Correct the tongue through the rules of the Arabic language and memorize it from error and melody.

5- The Arabic language contributes to the proper expression of thoughts and feelings, as the meaning is not fully explained without it.

The most important contemporary trends in teaching Arabic language

The most prominent contemporary trends in teaching Arabic are as follows:

1-communicative trend:

The Arabic language curricula are prepared and their contents selected primarily based on communicative situations rather than grammar. These curricula are based on practical application and aim to impart and develop students 'communication and linguistic skills and enable them through the creation of direct and natural communicative situations that include linguistic content that focuses on training ,on oral conversation and language skills, so that the student is familiar with the social meanings of the different linguistic structures and is able to use the appropriate linguistic expression for specific situations.

2- Complementary trend:

The Arabic language curricula are prepared and taught through linguistic content that integrates and interrelates the elements of the linguistic experience provided to students so that students can understand the relationships between these elements and use them in linguistic applications, and the different branches of the Arabic language curriculum are also linked (reading, dictation, reading, expression (Towards, presentations, speech, criticism) and removing the barriers between them and dealing with them in terms of unity and integration of knowledge between all these branches and the abolition of the breaks and artificial borders between the branches of the Arabic language subject. The different branches of the Arabic language subject, where these literary texts are considered material suitable for reading and expression (oral and written) and for practical application of the Arabic language through grammar, morphology, rhetoric and critical studies.

3 - Career orientation:

The Arabic language curricula are prepared through content based on employing the Arabic language material in the daily and practical life of students and linking it to the students 'different life situations so that the student uses it in a correct manner and is able to properly express his thoughts, feelings and needs, so he employs the sound in the word and the word in

the sentence and the sentence in the topic formally. It is true that the Arabic language is a tool for interpersonal communication in dealing with different life affairs

Methodology:

This part includes a description of the method used in the research, the community and the sample of the study, the study tools used in collecting the data, an explanation of how the study tools are constructed, and how to examine the psychometric properties of the study tools by extracting their validity and consistency, and this part also includes an explanation of the procedures for statistical treatment of samples according to the questions. Research as follows:

Study methodology: A descriptive survey approach will be used for the purposes of this research.

Study population: The study community includes both high school students and Arabic language teachers in government schools in the Rusafa District of the Ministry of Education in Iraq for the academic year 2019-2020

The study sample: The sample includes (37) teachers of the Arabic language in public schools in the Rusafa district, of whom (35) teachers and (54) teachers were chosen randomly.

The sample also included (146) male and female students from the first and second secondary grades in government schools in Baghdad governorate, of whom (62)) male and (74) female students were chosen randomly.

Study tool:

In short, the reliability of the questionnaire of the importance of using interactive devices in supporting the teaching and teaching of Arabic language for high school students was calculated from the teachers 'point of view by a method of repetition with a two-week interval between the first and second application of (21) teachers from outside the study sample of the Arabic language, and the Crown bach coefficient reached alpha..

Discuss the results of the study:

This part of the study includes presenting the results of the study by answering the following questions:

The first question: What is the importance of using interactive devices in supporting the teaching and teaching of Arabic language for high school students in relation to the visions of teachers in Baghdad governorate?

The answer to the above question will be by extracting the arithmetic averages and standard deviations of the degree of importance of using interactive devices in supporting the teaching of Arabic language for high school students in relation to the teachers 'visions, as shown in Table (1).

Table (1) Arithmetic means and standard deviations of the degree of importance of using smart boards in support of teaching Arabic to high school students from the teachers' point of view arranged in descending order according to the arithmetic averages

Degree	standard deviation	SMA	The dimension	level
High	0.444	3.271	The curriculum	1
High	0.374	3.261	requester	2
High	0.412	3.251	the teacher	3
High	0.468	3.227	School	4
High	0.368	3.254	total	

In Table (1) it becomes clear to us that the arithmetic mean of the curriculum dimension reached (4,180) with high relative importance, and thus it ranked first among the four axes of using interactive devices from the teachers 'point of view, while the arithmetic mean of the school dimension reached (4.138), with high relative importance. In this way, it ranks last from the teachers' point of view, and the overall score of the importance of using interactive devices in supporting the teaching of Arabic language for secondary school students from the teachers 'visions has reached 4.162, and of high relative importance.

The second question: What is the importance of employing interactive devices in supporting the teaching of Arabic language for high school students in terms of students 'visions in Baghdad governorate?

The answer to such a question will be by calculating the arithmetic means and standard deviations of the degree of importance of using interactive devices in supporting the subject of Arabic language teaching for secondary students in relation to the students' visions, as is evident in Table (2).

Table (2) Arithmetic means and standard deviations of the degree of importance of using smart panels in support of teaching Arabic to high school students from the students' point of view arranged in descending order according to the arithmetic averages

Degree	standard deviation	SMA	The dimension	level
High	3.302	0.413	The curriculum	1
High	3.247	0.464	requester	2
High	3.246	0.430	the teacher	3
High	3.211	0.610	School	4
High	3.250	0.413	total	

In Table (2) it becomes clear to us that the arithmetic average of the curriculum dimension reached (4.401) with high relative importance, and thus it ranked first among the four axes of using interactive devices in relation to students' visions, while the arithmetic average of the student's dimension reached (4.322), with high relative importance.

Discuss findings and recommendations

This part of the study included a discussion of the results obtained by the current study and then presented the relevant recommendations, as follows:

Discuss the results of the first question:

The first question of the study included the following: What is the importance of using / employing interactive devices in support of teaching Arabic to high school students from the point of view of teachers 'visions in Baghdad governorate?

The results showed that the first question showed that the arithmetic mean of the curriculum dimension reached (0.14) with high relative importance, and thus it ranked first among the four axes of using interactive devices in relation to teachers' visions, while the arithmetic mean of the school dimension was (0.1). And with high relative importance, which is thus occupying the last place with regard to teachers 'views, and the total or final degree of the importance of using interactive devices in supporting the teaching of Arabic language for secondary students from the teachers' point of view has reached (0.16), and of high relative importance.

As for the study axes, the results confirmed that the curriculum occupied the highest degree because the curriculum is considered the main pillar on which the school, the teacher and the student depend in pursuing the curriculum for the Arabic language subject. As for the school, it took the last place because it constitutes the general environment for students and does not reflect negatively or positively on the climate of the classroom, the teacher and the student are the focus of the educational educational process, and the results showed that the importance of the first question is relatively high in the use of interactive devices in supporting the teaching of Arabic language for high school students in relation to the teachers 'visions due to the fact that the interactive devices support the educational teaching process and support the teacher to retain Remember to refer to the information at a later time.

The result of the current study is consistent with the result of a study that aims to know the reality and the most important advantages of using interactive devices in teaching in government schools in the subject of Arabic language and for several study stages. The results of the study concluded that interactive devices are an effective and attractive means for students' attention, and it is possible to write on them electronically in various colors and sizes by using Writing tools available on the interactive devices program and saving time and effort as the Arabic language teacher was able to use cards and pictures to display words at the same time for Arabic language teachers.

The results of the study were also in agreement with a study that also aims to know the effect of using interactive devices in developing the skill of planning to teach the Arabic language subject to students, as the results confirmed the existence of the effect of using interactive devices in planning to teach the Arabic language subject.

Discuss the results of the second question:

The second question of the study included the following: What is the importance of using interactive devices to support / encourage the teaching of Arabic language for high school students from the viewpoint of students 'visions in Baghdad governorate?

The results related to the second question confirmed that the arithmetic mean of the curriculum dimension reached (0.041) with high relative importance, and thus it ranked first among the four axes of using interactive devices from the viewpoint of students' visions, while the arithmetic mean of the student's dimension reached (0.44), and with high relative importance. It occupies the last place for students, and the overall score has a significance of (0.64), with a high relative importance.

The results of the student's study dimensions showed that the curriculum received the first grade while it was on the same line with the teachers 'opinions, but the students got the last rank. This may be due to the fact that the student considers the future of information and does not control the way the Arabic language teacher studies the curriculum, while the grade showed The faculty to answer the second question is that there is a relatively high importance of using interactive devices in supporting the teaching and teaching of Arabic language for secondary school students from the students 'point of view, and this of course agrees with the result of the first question regarding the teachers' opinions. None of the studies were received to support or refute this finding.

Discussing findings related to the fields of study:

The first axis: the student

The results confirmed that the arithmetic averages of the teachers' responses on the student axis were between (4.554-3.946), as the paragraph that includes "the availability of interactive devices for the student to read words in Arabic language" ranked first with an arithmetic average of (4.554), while the paragraph came The interactive devices increase the student's achievement in the Arabic language "in the last place, with an arithmetic average of (3.946) and the total score (4.357).

Through the previous result, it appears that the interactive devices facilitate the student's reading of words in the Arabic language, and the researcher concluded that the interactive devices contribute to an increase in the retention and return rates of information and knowledge that were previously presented, which led to the students 'help to read at any other time. The results of the current study coincide with the study of Smith(4), which sought to demonstrate the effect of employing interactive devices in language and reading lessons, as the results of the study confirmed that interactive devices saved time and effort.

The interactive devices increase the student's achievement in the Arabic language because of the achievement that depends on the effort of the classroom lesson and the effort exerted by the student, despite the effectiveness of the teaching method.

Here, the results of the current study differed with the study (5) which sought to show the effect of employing interactive devices, including interactive devices, on students 'academic achievement in the Arabic language subject. The results of the study showed the effectiveness of interactive devices in increasing students' achievement in the Arabic language subject.

The current result also differs with the result of the study (6), which sought to present the effect of employing interactive devices on academic achievement in the Arabic language subject, and concluded that there is a significant impact on the use of interactive devices on academic achievement.

The results showed that the arithmetic averages of the students 'response to the student's axis were between (4.357-4.130), where the paragraph that states" interactive devices increase the student's ability to connect and synthesize the sentence "came in first place with an arithmetic average of (4.780), while the paragraph came in The interactive devices increase the student's achievement in the Arabic language "at the last rank, with an arithmetic average of (4,130) and the total score. (4.357)

The results of the students' responses showed that the interactive devices increase the student's ability to connect and syntax the sentence, and perhaps this is due to the fact that the interactive devices contribute to retrieving all the examples that were taught in the classroom, which supports the material with various and different examples and thus contribute to the synthesis and connection of sentences. The fun is from the students' point of view.

The second axis: the teacher

The results confirmed that the arithmetic averages of teachers 'response on the teacher axis were between (4.446-4.011), where the paragraph that includes "the availability of interactive devices for the teacher to teach reading in Arabic "came first, with an arithmetic average of (4.446), while the paragraph" helps devices The interactive teacher in teaching Arabic according to the correct educational foundations "ranked last, with an arithmetic average of (4.011) and the total score (4.166).

It is evident from the results that the interactive devices facilitate the teacher teaching reading in the Arabic language because it is an enjoyable method from the students 'point of view, and this is evidenced by the result that was monitored in the previous question, and the results of the current study are in agreement with the results of the study (7) Which aimed to identify the factor of employing interactive devices in reading words among students with low academic achievement, the results of the study concluded that the use of interactive devices improved the level of reading words among students with low academic achievement.

The results of the current study are in agreement with the study (8) which aimed to find out the effect of interactive devices in supporting reading among elementary students. As the result of the study confirmed that the interactive devices contribute to supporting the learning of reading among elementary school students, increasing their reading speed and developing creative responses.

The result showed that the interactive devices assist the teacher in teaching Arabic language according to sound educational foundations, because the teacher depends on the foundations set forth by the Ministry of Education, which relies on those foundations on the educational educational method, as this educational educational method is considered as support for the "curriculum. .

The results confirmed that the arithmetic averages of students 'response around the teacher axis were between (4.540-4.240), and the paragraph containing" interactive devices increases the positive interaction between the teacher and students "was in first place with an arithmetic average of (4.540), while the paragraph" interactive devices enable the teacher. From teaching writing in Arabic "last place, with an arithmetic average of (4,240), the total score was." (4.357)

The result also showed that the interactive devices increase the positive interaction between the teacher and the students because they contribute to meeting the needs of multi-sensory learning and help to enhance interaction and discussion, making the lessons more comprehensive, cooperative and participatory, and help teachers in introducing new cultural and linguistic materials and motivate them towards creative teaching and increase their enthusiasm.

However, no effect has emerged for the teacher's ability to teach writing in Arabic, perhaps due to the fact that language is a means of communication and understanding between humans through speaking, listening, reading and writing, and it increases in complexity and difficulty according to the scientific, technological and cultural developments and developments.

The third axis: the school

The results confirmed that the arithmetic averages of teachers 'response around the school axis were between (4.283-4,000), where the paragraph" interactive devices enable the school to follow technological progress "was in the first place with an arithmetic average of (4.283), while the paragraph" interactive devices solve the problem of lack of Arabic language teachers. " In the last place, with a mean of (4.000), I reached the total score (4.133) (9)

The results also showed that the arithmetic averages of students 'response around the school axis were between (4,670-4,100), where the paragraph" interactive devices enable the school to follow technological progress "was in first place with an arithmetic average of (4,670), while the paragraph" interactive devices solve the problem of teacher shortages. " The Arabic language "ranked last, with an arithmetic average of (4,100) and the overall score (4,353) (10)

Through the above, it is clear that the interactive devices enable the school to follow technological progress, as it is a tool for education and a source of learning at the same time as it can transfer the outside world and local and international educational materials within the classroom through the Internet. But it did not solve the problem of the lack of Arabic language teachers, because it basically needs someone to manage, supervise and store the scientific material on it, which is the Arabic language teacher.(11).

Fourth Axis: Curriculum

The results confirmed that the arithmetic averages of the teachers' responses on the curriculum axis were between (4.380-3.870), where the paragraph "Availability of interactive devices, the possibility of advanced search for any topic related to the content of the Arabic language" was in the first place with an arithmetic average of (4.380), while the paragraph "connects devices The content of the Arabic language course in social life "last place, with an arithmetic average of (3,870) and a total score of (4,134).(12)

The results also showed that the arithmetic averages of the students 'responses around the curriculum axis were between (4.220-4.420), where the paragraph" the availability of interactive devices the possibility of advanced search for any topic related to the Arabic language content "was in the first place with an arithmetic average of (4.620), while the paragraph" clarifies Interactive devices: Arabic grammar "last place, with an arithmetic average of (4,220) and a total score of (4,364).

It is evident from the foregoing that the interactive devices provide the possibility of advanced search for any topic related to the content of the Arabic language, but they do not link the content

of the Arabic language material to the social life, because they store and preserve the information that was written on it and the possibility of printing or modifying it at another time and therefore cannot be linked to social life because it is limited On the classroom environment.(13).

Recommendations:

The current study reached the following recommendations:

1- Encouraging the use and employment of interactive devices and activating them within the classroom, especially in the Arabic language curriculum.

2- The necessity of educating students about the benefits of interactive devices and their significant role in increasing their academic achievement, especially Arabic language.

3- Conducting training courses for teachers to get acquainted with the correct educational foundations. Using interactive devices and what benefits the teaching process.

4- Increasing the employment and use of interactive devices by the teacher, especially in teaching and writing in the Arabic language.

5- The necessity of using interactive devices to clarify the rules of the Arabic language.

6- Employing positive ideas by the school administration for the supported role of the interactive devices in the problem of the lack of Arabic language teachers.

7- The necessity of linking the content of the Arabic language course using interactive devices with social life.

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