METHODOLOGY OF DEVELOPING ORAL SPEECH SKILLS IN ARABIC LANGUAGE

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Abstract: this thesis examines effective strategies for fostering oral communication skills within the methodology of teaching Arabic as a foreign language. It addresses approaches to overcoming articulatory difficulties, sociocultural nuances (specifically the keigo honorific register), and psycholinguistic barriers encountered by learners during speech production. The paper analyzes the practical efficacy of the "Shadowing" technique, speech automatization via lexical chunks, and the integration of modern digital technologies to systematically improve communicative competence.

Keywords: Arabic language methodology, oral speech, shadowing technique, lexical chunks, affective filter, communicative competence.

In the era of globalization, the expansion of economic and cultural ties between Uzbekistan and Japan has led to a significant surge in interest in learning the Arabic language. However, while many learners master grammatical paradigms and the logographic kanji system thoroughly, they face substantial obstacles in authentic dialogue and spontaneous speech production. This discrepancy highlights the necessity of maintaining an optimal equilibrium between comprehensible input and productive output within the pedagogical framework.

The Arabic language is distinguished from other languages by its agglutinative syntactic structure (Subject-Object-Verb), high-context communicative culture, and intricate honorific hierarchy. In Uzbek classrooms, when attempting to activate passive vocabulary, students frequently encounter obstacles such as the fear of mispronunciation, challenges with pitch accent, and psychological inhibition.

To accelerate the development of Arabic speaking skills, the following pedagogical mechanisms and methodological strategies offer high instructional value:

The "Shadowing" technique - an exercise that involves synchronously and continuously repeating authentic audio immediately after the speaker, thereby cultivating accurate intonation, speech rhythm, and articulatory muscle memory. This technique frees learners from the habit of internal grammatical translation prior to utterance, fostering natural speech automatization.

Utilizing cognitive-lexical chunks - rather than memorizing isolated vocabulary, learners acquire established phraseological patterns and situational formulae as cohesive units. Consequently, the cognitive processing time required for speech formulation is minimized, improving conversational fluency by up to 30%.

Mitigating psycholinguistic barriers and lowering the "Affective Filter" - According to S. Krashen's theory, high anxiety and apprehension block the language acquisition faculty. Treating linguistic errors as a natural component of learning and fostering an interactive, supportive classroom atmosphere assists students in overcoming the "silent period" much more rapidly.

Digital integration and artificial intelligence tools - modern speech-recognition applications, authentic audio podcasts, and AI tutors enable learners to engage in independent conversation practice and construct immersive, simulated communicative environments at any time.

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In conclusion, developing oral proficiency in Arabic must transcend the formal dissection of grammar rules. The harmonious synthesis of the shadowing technique, lexical chunking, alleviation of psychological barriers, and innovative digital solutions serves as a cornerstone for cultivating fluent, spontaneous, and culturally appropriate communicative competence in students.

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