THE IMPORTANCE OF TEACHING ARABIC LANGUAGE SKILLS

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Annotatsiya. Shubhasiz, yozuv insoniyat butun dunyo bo‘ylab erishgan eng muhim ixtiro va yutuqlardan biridir. Chunki u insoniyatning o‘tmishdagi merosini yo‘qolib ketishdan saqlab qolgan asosiy vositadir. Shuningdek, bugungi kunda yozuv ko‘pchilik insonlar uchun turli nashrlarda – kitoblar, ilmiy va akademik tadqiqotlar, gazeta hamda jurnallarda chop etilayotgan barcha ma’lumotlar bilan tanishish, g‘oya, his-tuyg‘u va ma’lumotlarni o‘quvchiga yetkazish quroli bo‘lib xizmat qilmoqda.

Kalit so‘zlar: mahorat, arab tili, yozuv, ahamiyat, muloqot.

Abstract. There is no doubt that writing is one of the most important inventions and achievements that humanity has attained on the entire face of the earth, as it is the means through which the previous human heritage has been preserved from extinction. Similarly, today it is the tool for accessing everything published in various publications—including books, scientific and academic research, newspapers, and magazines—by the majority of people, in order to convey ideas, feelings, and information to those who read what is written.

Keywords: Skill, Arabic Language, Writing, Importance, Communication.

Аннотация. Несомненно, письмо является одним из важнейших изобретений и достижений, которых когда-либо достигало человечество на всей земле. Оно послужило тем средством, с помощью которого предшествующее человеческое наследие было сохранено от исчезновения. Сегодня письмо также является инструментом, позволяющим большинству людей ознакомиться со всем, что публикуется в различных изданиях: книгах, научно-академических исследованиях, газетах и журналах, с целью передачи идей, чувств и информации тем, кто читает написанное.

Ключевые слова: навык, арабский язык, письмо, значимость, коммуникация.

Introduction. The writing skill is considered one of the most important linguistic skills that enable an individual to express their ideas and feelings accurately and in an organized manner, contributing to the transfer and exchange of knowledge clearly and effectively. It is an essential tool in education, work, and social communication, as it helps in documenting information, formulating ideas logically, and constructing arguments and persuasion.

Writing also enhances critical thinking; it pushes the writer toward analysis, organization, and revision, which develops their ability to make informed decisions. It is also a means of highlighting cultural and personal identity and developing creativity through various expressive styles.

In academic and professional fields, writing is considered an important criterion for success, as it is used in preparing reports, research, and official correspondence. In daily life, it contributes to improving communication skills and avoiding misunderstandings.

In short, the writing skill represents a fundamental pillar for building an integrated personality capable of expression, influence, and interacting with awareness and efficiency in various fields of life.

The Concept of Writing. In the Lexicon. It was mentioned in “Lisan al-Arab”: "The book “Al-Kitab” is well-known, and the plural is “Kutub” or “Kutb”. One wrote “Kataba” something, writing it “Yaktubuhu” as a book “Kitaban” or a script “Kitabatan”; he wrote it “Katabbahu”: he inscribed it “Khattahu”."

Al-Qalqashandi says in his book “Subh al-A'sha fi Sina'at al-Insha”: "Writing “Al-Kitaba” linguistically is the infinitive of “Kataba”; it is said “Kataba, Yaktubu, Katban, Kitaban, Kitabatan, Maktabatan” and “Kitbatan” and he is a writer “Katib”. Its meaning is collection (gathering). It is said: The people gathered “Takataba” when they came together. From this, a group of horses is called a “Katiba” (squadron/brigade). Calligraphy was named “Kitaba” (writing) because of the gathering of letters with one another."

Ibn al-A'rabi said: "Writing may also refer to knowledge”. From this is the Almighty’s saying:”Or do they possess the Unseen, so they write [it] down?” (At-Tur: 41); meaning, they know.

Idiomatically (Technically). Writing is "the transformation of mental ideas into written symbols." There is also another definition close to this one and as concise as the previous, stating that writing is the process of transforming symbols from oral discourse into a printed text. There is yet another definition that differs from the previous two, which clarifies the details of the writing skill by saying:"Writing is a complex process in itself; it is a competence or ability to conceptualize ideas and depict them in letters, words, and structures that are grammatically correct, and in styles varying in scope and depth, while presenting those ideas and the structures that convey them in a manner that calls for more precision and reflection".

In light of the above and through the previous definitions, we conclude that these definitions have covered the basics of the writing process in all its details as explained by Ibrahim al-Fawzan, where—according to him—this process passes through three levels:

- The First Level. Writing through training and practicing the drawing of letters, which includes motor skills related to the fixed formal aspects of the written language, by drawing Arabic letters and utilizing punctuation marks.
- The Second Level. This level is an intermediate and transitional state, as it connects the process of forming and drawing the letter with expression. This level is one of limited expression, and the level of the learner's freedom in expressing themselves in a middle way through writing; that is, it is a level where the teacher intervenes with guidance, as in written composition.
- The Third Level. This is absolute written expression, where the student translates what is going on in their mind of ideas into written letters with full freedom to disclose what they want. This level is a purely mental stage, and it is called developed written expression, which includes writing in the artistic field.

Despite the educational value of this type of writing, we find researchers in this field who emphasize that the writing skill can be classified into only two categories: Mechanical and Mental. The mechanical aspect refers to the learner’s mastery of spelling, while the second category is the learner's knowledge of the structural and morphological rules of the learned language, followed by their competence in formulating their views correctly.

The Educational Importance of the Writing Skill. The educational importance of the writing skill lies in the physical embodiment of the language through the various symbols through which the language is formed on a material level. This is in contrast to the previous skills we presented earlier (Listening, Speaking, Reading) which represent the oral embodiment of language in general. The writing skill embodies the material level and is a very important goal sought from the language teaching process due to its communicative feature that we touch and feel between the writer and those to whom they write. It is considered one of the finest methods reached by man to serve as a place for storing and preserving various experiences, expertise, and innovations to share with others.

The educational dimension of this skill—especially when teaching the Arabic language in higher education institutions in Uzbekistan—is the ultimate goal and aspiration of this skill. Achieving this competence allows the learner to become as proficient as they are in the skills of speaking and reading.

If we consider speech as a primary means of communication between the learner and the "Other" (who differs in tongue) to convey ideas and emotions for various purposes, and if we also consider the reading skill to be the reverse process of speaking—as it is a means by which its owner travels to reach us despite the distance of space and time and the divergence of cultures—then the writing skill is considered the highest achievement of human thought. Through it, humanity moved from the "pre-historical" to the "historical", as the true history of man began with the creation of this skill or medium.

If language has two basic functions in human life—communication and facilitating the thinking process—then the pedagogy of writing must fulfill both functions. Writing is a translation of thought and an expression of the self at the same time, representing a literary and creative direction in writing. The survival of this heritage through learning and teaching is contingent upon this process. This is where the importance and educational value of the writing skill emerge, as it is both a tool and an end in itself. In the classrooms here, the Uzbek learner of the Arabic language aspires to master this competence, becoming capable of writing this language just as they speak and read it.

Goals of Teaching the Writing Skill. There are many goals for teaching and developing the writing skill among Arabic language learners, including:

- Writing Arabic letters and perceiving the relationship between the shape of the letter and its sound.
- Writing Arabic words using detached and attached letters, while distinguishing the letter’s form at the beginning, middle, and end of the word.
- Accurately transcribing words that the learner observes.
- Understanding the principles of Arabic writing, mastering spelling rules and recognizing the differences in Arabic between pronunciation and writing.
- Using punctuation marks correctly; focusing on the learner’s familiarity with these marks as they are essential in writing orthographic and calligraphic parts, serving as signs placed between parts of written speech—an integral part of the Arabic writing system.
- The ability to express thoughts in paragraphs using appropriate vocabulary and structures.
- Writing at an acceptable speed using the proper Arabic word order.

Mahmoud Kamel al-Naqa narrows the goals of teaching the writing skill to one primary objective: the learner's control over the system of Arabic sentence construction during writing so that an Arabic reader can understand it. At the same time, he emphasizes that this primary goal cannot be achieved without passing through staged goals. Some of these relate to the form of writing (the mechanics of writing, such as letters, their shapes, and legible calligraphy and spelling), while others relate to the content of writing (the ideas included and the writer's ability to translate them into clear language appropriate for the subject).

Educational Objectives of the Writing Skill According to the Common European Framework of Reference for Languages (CEFR). While the objectives of the writing skill are numerous, we lean toward adopting what was established by the CEFR in determining the learning objectives for writing within the Arabic curriculum for non-native speakers at levels A1 and A2, as follows:

Level A1:

- Transcribing the sounds of the Arabic language into writing, focusing on the shapes letters take at the beginning, middle, and end of a word, as well as letters that are similar in writing (e.g., ب ت ث، ج ح خ، د ذ، ر ز، س ش، ص ض، ط ظ، ع غ، ف ق).
- Using basic punctuation marks: period (.), comma (،), question mark (؟), and exclamation point (!).
- Performing spelling activities based on the Arabic sounds heard.
- Writing short messages, such as emails, postcards, or SMS messages for various occasions (birthdays, Women's Day, religious or national holidays, wedding anniversaries, etc.) and extending invitations for celebrations.
- Copying short texts related to daily life, such as writing stories and dialogues.
- Writing answers to simple and short dialogues or texts.
- Introducing oneself in writing through simple sentences about home, study, work, and address.
- Expressing daily life situations, such as various circumstances regarding oneself, friends, family, and relatives.
- Writing personal information for others, such as filling out identification forms that include name, title, studies, and number of siblings.
- Preparing tables and diagrams with simple data by converting simple texts into tables.
- Using expressions indicating time in written expression.
- Expressing information involving numbers (0–30), especially in contexts related to age, quantity, and phone numbers.
- Listing important information read or heard.
- Writing according to the occurrence and sequence of events, especially in simple or short stories.
- Using connectors when linking words, phrases, and sentences (e.g., و، ف، ثم، أو، أم، أيضا).

Level A2:

- Filling out personal forms appropriately (name, nationality, date of birth, father's name, etc.).

- Writing preferences, wants, likes, and dislikes regarding animals, fruits, vegetables, etc.
- Writing simple and short notes, whether routine or urgent (e.g., an appointment or meeting time).
- Writing short texts about oneself, hobbies, work, and academic life.
- Writing short texts about family members, their jobs, and their hobbies.
- Writing about future plans and projects.
- Using temporal expressions in writing.
- Describing people, things, and places in writing.
- Writing information involving numbers and exchanging information about prices during shopping.
- Writing short letters and postcards.
- Observing spelling rules, such as connecting or separating Arabic letters and using punctuation.
- Linking cause and effect and making comparisons between two things, people, or places.
- Transferring simple information (written or auditory) into tables and graphs.
- Writing advertisements, invitation cards, posters, and slogans at a basic level.
- Writing about an event or activity simply (a party, meeting, study session, etc.).
- Summarizing a simple text using their own phrases and sentences.
- Expressing what they can and cannot do.
- Writing diaries with simple sentences (e.g., extracurricular activities).
- Writing about daily life, interests, hobbies, and habits using expressions like: in the morning, evening, at noon, tomorrow morning, at 7:00 AM.
- Using functional connectors (e.g., و، ف، ثم، أو، لكن، لذلك).
- Writing viewpoints and ideas on a topic (e.g., In my opinion..., I think that..., In light of this, I conclude...).
- Writing short texts that have an introduction, body, and conclusion.
- Writing in a logical series using sequential expressions (e.g., First, Second, Finally, Before).

Conclusion. In conclusion, it becomes clear that teaching the writing skill is not merely a technical linguistic training, but rather a comprehensive educational process that contributes to building the learner's personality and developing their intellectual and expressive capabilities. Writing is an essential tool for organized thinking and an effective means of communication and knowledge transfer, reflecting the individual's level of linguistic and cultural awareness.

Therefore, there is a necessity to pay attention to teaching this skill according to modern methods that take individual differences into account and encourage creativity and continuous practice, utilizing appropriate educational technologies. Investing in developing the writing skill is an investment in building a generation capable of clear expression, deep thinking, and positive participation in their society.

Accordingly, the development of writing education should remain a fundamental goal in educational institutions, given its profound impact on achieving academic and professional success and enhancing civilized communication between individuals and societies.

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