Using modern teaching methods and strategies taught in Iraqi universities by the Arabic teachers

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Abstract

The researcher used the experimental method as the appropriate method for the research procedures, the researcher took the Arabic language teachers in Maysan province / Iraq, the current research community. The study was applied in the second semester of the academic year 2017-2018, the results showed that many of the strategies and modern educational methods did not apply in the teaching of language from teachers for many reasons, most notably their ignorance and lack of knowledge. The present study is come up with a set of conclusions, recommendations, and proposals.

Keywords: Teacher / Strategy / Modern Method / Universities.

Usando métodos y estrategias de enseñanza modernos enseñados en universidades iraquíes por los maestros árabes

Resumen

El investigador utilizó el método experimental como el método apropiado para los procedimientos de investigación, el investigador tomó a los profesores de lengua árabe en la provincia de Maysan / Iraq, la comunidad de investigación actual. El estudio se aplicó en el segundo semestre del año académico 2017-2018, los resultados mostraron que muchas de las estrategias y métodos educativos modernos no se aplicaban en la enseñanza del idioma por parte de los maestros por muchas razones, especialmente su ignorancia y falta de conocimiento. . El presente estudio presenta un conjunto de conclusiones, recomendaciones y propuestas.

Palabras clave: Docente / Estrategia / Método moderno / Universidades.

Chapter One: Definition of study

First, the statement of the problem

The researcher can summarize the problem of the current study through their knowledge and experience in the field of education and through the continuing questions of teachers and teachers about modern teaching strategies and methods. This affects the level of students and reduces their academic achievement as recent studies have shown that diversity in teaching methods helps to speed learning for pupils.

This prompted the researcher to know the most important strategies applied in the field of teaching Arabic language Alhsiba applied in experiments conducted in Iraqi universities and proved useful and useful for learners and teachers.

Second: the significant of the study

Historical overview of teaching strategy

The evolution of teaching strategy and methods was the result of the thinking and contributions of some educational philosophers through successive eras.

Teaching about Socrates was an art. The Socratic way of getting to the truth by question and answer depends on a perceived and immutable reality of being centered on adults. Then came Plato, who stressed the special needs of the child, which is related to the stage of development, and centuries later came Jacques Rousseau and gave a great impetus to the adoption of the principle of child-centered education, as well as advocated this principle of humanities during the Renaissance, where they stressed the introduction of childhood features during the process of upbringing And Education (Rushdie et al., 2009: 194).

There was a general tendency until the nineteenth century to view the child and treat him as a young adult and is expected to behave according to this theory, and therefore teaching processes were a combination of Socratic methods, and learning to memorize and memorize, Rousseau's ideas influenced Western Europe significantly Through the work of Pstalozzi and Frobel, who emphasized the beginning of the concrete and move to the abstract, and it is known to the unknown in the teaching processes, and this led to the application of the principle of learning through the senses activities and scientific practices and manual handling of teaching materials, and Herbert considered that teaching science and Herbert analysis is suitable for teaching any branch of knowledge where it includes five steps is the preparation and analysis of ideas in the background of the learner, and provide new information, and linking this information Among the

ideas in the background of the learner, generalization means stripping or building a system for this new information and information, and the application and means the use of information acquired (Rushdie and his colleagues, 2009: 195

The first subject

The concept of strategy

The term strategy is derived from the Greek word (strategy) and means in the Arabic language (art of leadership) and the word (strategy) is mentioned in the section means corresponding to the purposes or ends in behavior and social actions, each behavior has in the end intent or purpose expresses a basic need (Abdullah , 2015: 42).

The strategy is a complex and integrated human behavior that takes into account all the facts of the situation that will address it, in order to achieve a particular purpose with little error or chance, or "it is the pathway leading to the goal or framework guiding the methods of work, and the guide that guides its movement (Kellah, 2009: 105).

In teaching, the teaching strategy is defined as a homogeneous set of successive steps that the teacher can transform into teaching methods and skills appropriate to the nature of the teacher, the learner, the course, the circumstances of the educational situation and the possibilities available to achieve a predetermined goal or objectives. Aims to achieve desired learning outcomes by linking the teaching skills (planning, implementation, and evaluation), i.e., "a set of movements or teaching procedures related to the achievement of desirable learning outcomes, and that the term teaching strategies are used Is synonymous with the word teaching procedures (Kitami 2013: 87).

Since the strategy means the path leading to the goal, the teaching strategy represents everything the teacher does to achieve the objectives of the curriculum, where it includes ideas and principles that address a field of human knowledge in a comprehensive and integrated, and includes all the steps and procedures planned by the teacher for the purpose of achieving Curriculum objectives.

In the light of the above, it can be said that the strategy in teaching means the sum of the important decisions that the teacher makes in order to develop the mental processes of students, and help them rely on themselves in learning, and how to organize time, and classroom management effectively.

Therefore, the teaching strategy relates to all aspects that assist learning, including the methods of teaching and motivating learners and how to employ and invest them in a way that takes into account the tendencies of learners and their preparations and the provision of educational supplies, and appropriate methods (Attia, 2015: 38).

The second topic

The concept of teaching strategies

The teaching strategy defines:

It is the set of teaching actions or procedures, i.e. teaching strategies are synonymous with teaching procedures (Zeitoun: 1997, 279). On this definition, most of the definitions of teaching strategies revolve as: "a group of teacher movements within the classroom, which occur in an orderly and sequential manner and aims to achieve the pre-set teaching objectives." This definition means that the teacher may proceed in teaching using one or more teaching methods according to It does not depart from a general framework that defines its general teaching procedures, while it is defined as: "A set of teaching procedures pre-selected by the teacher, or the teaching designer, which he plans to use during the implementation of the teaching in order to achieve the teaching objectives. John is as effectively as possible, and in the light of available resources. "It is defined as: the sum of the methods, techniques, and procedures followed by the teacher to carry out the teaching process inside or outside the classroom in a way that gives it pleasure and suspense and achieves the maximum possible educational goals with the least effort and in the least possible time (Zeitoun, 1997: 281)

A- Teaching strategies vary to include (class interaction, discovery and scientific experience, presentation, and integration strategy) and these strategies are also classified according to the role played by the teacher and the learner, such as teaching methods, including what is centered around the teacher and the second is about the learner and the third where the learner and the teacher interact, including the strategy of cooperative learning. Therefore, the teaching strategy is a context of teaching methods appropriate to the objectives of the teaching position and through which the objectives of that position can be achieved with the least possible and at the best possible level to produce the so-called teaching procedures or teaching strategy, which represents the real reality of what is happening in the classroom of the exploitation of certain potentials to achieve educational outcomes It can be said that the teaching strategy is the art of selecting and using the means and capabilities available in leading the teaching process to achieve the desired goals, or is the art of leading the teaching process using the means and capabilities available to achieve the concept of using the capabilities and means available in the best way to achieve the desired goals in the best possible sense, namely, certain ways to address a problem or direct task or practical methods to achieve a particular goal (Zeitoun, 2001: 41).

B- It is a well-structured plan flexible application in which all the means and means available are used in an optimal way to achieve the desired goals, and from these two concepts we conclude that the teaching strategies is a set of procedures planned by the teacher to implement the teaching process thoroughly in order to achieve specific objectives according to the possibilities available. Therefore, the teacher must use pre-planned procedures during the teaching in order to achieve the teaching objectives sought by the formulation of theoretical course in a language close to the level of the student and turn it into an applied material by doing the following: -

1. Preparing students for the subject of the lesson, by asking questions related to the subject and how to do the practical application of the vocabulary of the subject

2 - Division of students into small groups (4-6) students are distributed to the different materials related to the practical application of the subject of the lesson, in order to reach a correct concept of the subject and classification of its vocabulary

3. The teacher presents the students with a problem or phenomenon related to the subject and asks them to think about solving it in a scientific way, and then discusses them in the solutions proposed by them.

4. The teacher asks the students to think about finding alternatives or proposing new perceptions and visions about the subject after they are offered some of them

5. The teacher asks students to return to work in groups and think of other ways and methods to apply for the work

6 - Finally, the teacher provides a comprehensive summary of the lesson followed by a quick presentation on the subject and ask them in the search for other ways for the next lesson

These measures are taken by the teacher to prepare students for the subject of the lesson and teach them the content of the article and summarize it, but there are complementary procedures that must be done is to determine the time of the lesson and how to distribute it on the teaching procedures, and organize the work of students and choose the place of teaching

All of these actions are related to teaching for thinking, or teaching thinking skills, which is an important goal of education and the teacher should do what he can to provide opportunities for thinking for his students, and because he wants them to progress and succeed and master goals at different levels in order to be able to deal effectively with life problems

Therefore, the effectiveness of research should be reconsidered using new teaching strategies in line with the increasing number of students and scientific developments imposed by modern educational trends and attention to science as the focus of the educational process, and making the

student an active factor in this changing world, which is required to make extraordinary efforts for success and excellence in the study and achieve His goal, which he aspires to achieve

It cannot be said that there is a certain strategy is better than others absolutely, but there is a strategy that achieves some aspects of education better than others and may prefer one strategy over other strategies in certain educational conditions and within the limits of certain material resources, and the teacher must bear this in mind The planning framework for the methods of work using a set of guiding procedures that determine and guide the course of the work of the teacher to reach specific learning outcomes or outcomes, including what is cognitive, emotional or psychomotor.

In general, "strategy is a complex and integrated human behavior that takes into account all the data of the situation you will address in order to achieve a particular purpose with little error or chance" (Masoudi et al., 2015: 192).

The choice of teaching strategy depends on several factors, including:

1. Educational stage (age): The choice of the method relates to the educational stage in which the teacher is studying, elementary, preparatory or secondary stage. As appropriate as an educational trip may not suit another educational stage

2. Level of learners: The choice of teaching methods should take into account the individual differences between learners, both in terms of learning and methods of thinking and their way of memorization and understanding, and take into account their age, gender, and social backgrounds.

3. The desired objectives: Each method contributes to the achievement of a certain goal; the appropriate way to achieve the goals in the acquisition of knowledge is not feasible in the development of scientific thinking and in the acquisition of scientific skills manual or in gaining tendencies and trends

4. The scientific content of the lesson and the nature of scientific material: Each lesson has a certain scientific content to be achieved and since the subject is diverse, it is necessary to diversify the teaching methods to suit the nature and nature of the material and scientific content (Yassin, 2012: 67).

Specifications of good teaching strategy

- Inclusion: to include all the attitudes and probabilities expected in the educational situation.
- Flexibility and scalability, so that it can be used from row to row
- Be linked to the basic objectives of teaching the subject
- Address individual differences between students
- Take into account the type and type of teaching (individual, group)
- Take into account the possibilities available in the school (Yassin, 2012: 67).

Components of Teaching Strategies

1. Teaching Objectives
2. The movements carried out by the teacher and regulated to proceed according to the teaching
3. Examples, exercises, issues, and means used to reach the goals
4. The educational atmosphere and class organization of the class
5. Responses of students at different levels resulting from stimuli organized by the teacher and planned (Zaytoun, 2001: 292).

Divisions of teaching strategies

- Strategies based on explanation: It is where the teacher relies on his explanation of knowledge and indoctrination of learners.
- Strategies based on exploration: It is where the teacher relies on the discovery of learners to learn for themselves

- Direct teaching strategies: It depends on the teaching of knowledge or skill in the form of a direct receipt from the teacher or other sources of knowledge and then trained learners to save them
- Indirect teaching strategies: It relies on students learning knowledge and skills through their learning activities
- Teaching strategies centered around the role of the teacher: The role of the teacher is the main role is the guide and guide to the teaching process
- Teacher-centered teaching strategies: The role of the learner is often referred to as he chooses what he learns in the way he sees it.

Teaching strategies that depend on the type of task: It focuses on how learners use all kinds of literature and sources of knowledge available to them (Katami, 1998: 18).

What are the teaching strategies?

Brainstorming strategy

It is a way of generating creative opinions or ideas from individuals or groups to solve a problem. These ideas are useful because they contribute to the mind in a state of excitement, and willingness to think in all directions, to generate as much ideas as possible on a subject, allowing the individual has the freedom to provide all opinions and ideas, and the objectives of this strategy are the following: Activate the learner drew in the way of education, and motivate him to generate creative ideas, through the search for possible solutions. Accustom the learner to appreciate and respect the opinions of others, as well as to benefit from their ideas (Mustafa, 2001: 97).

Teamwork strategy

The teacher is primarily responsible for the success of the work of groups, then the family, and the goals of teamwork, active learning, and social acquisition, which belongs to them individually and collectively, and this strategy is done by dividing students into several small groups of four members, and then give them certain duties, One of the advantages of this strategy is that it gives the learner a practical efficiency, develops a spirit of responsibility that has the direction of his community and himself, develops a spirit of cooperation, identifies the teacher on the needs of pupils, helps to exchange ideas among themselves, in addition to increasing the acceptance of the ideas of others (Kattami, 1998: 198).

Discussion Strategy

Known as an ancient method of education, where the philosopher Socrates, and depends on guiding the thought of students, encourage them, and provide an opportunity for discussion, questions, as well as respect for each other's views, and this method depends on the collection of information, and balance between them, where all students participate in the preparation of the lesson, This strategy goes through the steps of preparation for the discussion, walk the discussion, and evaluation of the discussion, and it must be noted that the teacher must take into account everything that comes during this strategy: the proper planning of the lesson. Attention to individual differences opens the door for everyone to participate. Pay tribute to students, motivate them.

Conceptual mapping strategy

It is an effective teaching strategy, used to represent knowledge by presenting it in diagrams that connect concepts with each other with arrows and lines. This strategy is used to present new information, deepen understanding, and evaluate the lesson. One of its objectives is to organize information in the student's brain to facilitate retrieval. Facilitate and simplify information in the form of words and pictures. Help to remember information in a particular format. New concepts link the learner's knowledge structure. There is a relationship between the concepts developing the learner's skills in applying and arranging concepts (Katami, 1998: 136).

Imagination Learning Strategy

The use of a learning strategy leads to active participation among students, helps in mastery learning, and leads to the discovery of new ideas. Provide enough time and imagination. Provide a leader to imagine, in order to guide them through. The student was keen to empty his mind and think of the subject of imagination only. Provide sound effects appropriate to the subject of imagination. Inductive Teaching Strategy this strategy is based on examination and tracking. Induction is defined as the transition of the mind from partial accidents to the total judgments that regulate cases, Final (Maher, 1999: p. 134).

Third: The aim of the study

The present research aims to identify (the use of Arabic language teachers strategies and modern teaching methods taught in Iraqi universities).

Fourth: Limits of study

The current study is determined by the following limits:

1 - Human limit: a sample of teachers of Abiyya working in the province of Maysan.

2. Spatial limit: Maysan province / Republic of Iraq.

3- Time limit: academic year: 2017-2018

4 - Knowledge limit: modern educational strategies applied in the field of teaching methods in Iraqi universities.

Fifth: Definition of terms.

1- Arabic language teacher.

Procedural definition: They are the teacher who teaches Arabic in Iraqi schools starting from the first grade to the sixth grade in government primary schools.

2. Strategy.

A. Al-Kanani and Ahmad as: "The methods that govern the activity of the individual and determine how to perform the processes of attention, organization, remembering and problem-solving" (Al-Kinani and Ahmad, 1995: 396).

B - Barber as: "The pattern of actions and behaviors that are used to achieve certain results, and these actions and acts in accordance with the achievement of desirable results" (Barber, 2007: 105).

C - Procedural definition: This is the educational strategy that has been applied in the field of teaching Arabic language to a sample of students in Iraqi universities.

3. Method

Procedural definition: The scientific steps adopted by the teacher of the Arabic language during the teaching of the Arabic language to students in primary school.

Chapter Two: Previous Studies

N.	Researcher	Year	Aim	Sample	Sex	Grade	Place	Satirical tools	Result
1	Zubaidi	**1997**	Constructed a training program for teachers of Arabic language and	(365) teachers	mixed	In service	Iraq	Pearson correlation coefficient, Cooper equation, weighted	The success of the training program

			teachers in the light of their needs of teaching methods					mean, and percentage	
2	Darwish	**2005**	Constructed a training program for teachers of Arabic language and secondary school teachers in Jordan in the light of their needs of teaching methods	**(196)** teacher	mixed	In service	Jordan	Percentages, Cooper equation, Pearson correlation equation, weighted mean, percentage weight, arithmetic mean	The success of the training program
3	Mohammedi	**2007**	Constructed a training program for Arabic language teachers who graduate courses in the light of their performance of educational competencies	**40)** teachers	mixed	In service	Iraq	Using the Pearson correlation coefficient, the pharr equation, and the percentage weight	The need to build a training program based on educational competencies
4	Al-Zargawi	**2013**	Constructed a training program for Arabic language teachers and verifying the effectiveness of the proposed training program in acquiring the educational skills of Arabic language	**30)** teachers	mixed	In service	Iraq	T-test of two correlated samples, Pearson correlation coefficient, Spearman-Brown equation, difficulty equation of objective and essay paragraphs, and equation of	The training program is effective in training Arabic language teachers

			teachers					the strength of objective and essay paragraph recognition	
5	Al-Arnousi	**2014**	Designing a program to train Arabic language teachers on the competencies of the profession in light of the blended learning strategy	**(32)** teachers	mixed	In service	Iraq	T-test of two correlated samples, Pearson's correlation coefficient, and the square Chi	The results will appear in the results view (Chapter 5)

Aspects of benefit from previous studies:

Upon reviewing the previous studies, the researcher obtained a set of benefits, including what he summarizes in the following points:

1. Identify the current search problem.

2 - Benefit from the recommendations of training programs in the following study.

3 - To take advantage of the size of the samples used in previous studies in order to choose a suitable sample.

4. Identify the steps and procedures of the current research, such as selecting the appropriate tool and other procedures to reach the final results.

Chapter three

Methodology and Procedures of the study

This chapter includes the research methodology and the procedures followed by the researcher to achieve the research objective. These procedures are summarized by describing the research community and how the sample was chosen to be accurate and represent the original community from which it was taken. In the analysis of the results are as follows:

First: Methodology

The researcher should decide the method by which he wants to study the variables of the study, because it is an important requirement for the design of the study, as its importance is reflected in the sequence of steps of research, and therefore the choice of the method of study at the forefront of the design of the research, and therefore the appropriate approach to this research is the descriptive approach The method of collecting data and information is based on the questionnaire, and the studies that follow the descriptive approach are characterized as requiring sufficient effort and time in addition to the researcher possessing special skills. (Al-Shayeb, 2009: 26)

Second: the Population of the Study

 Many phenomena taught in education and psychology is represented in large groups of individuals that are difficult to enumerate. The researcher often resorted to studying these phenomena on small groups chosen from among the large groups (samples), and all individuals who are represented by these phenomena (called the community). (Al-Azzawi, 2008, p. 163)

Determining the population of the study is an important step in educational research. It requires great accuracy as it depends on conducting the study, the design of its tools and the adequacy of its results (Shafiq, 2001, p. 184) and the current research community is represented by teachers of Arabic language and teachers within the Directorate General of Education in the province of Maysan - Republic of Iraq.

Third: Sample Research

The sample is a part of the society that carries all the characteristics of that society and represents it fully, and the method of the sample is used in most field studies in order to make it impossible to collect statistical information from all the units that make up the studied society (Bin Qana, 2011: 10).

The researcher has worked hard to choose the sample of the research to be representative of the original community, the sample represented, is the sample that is selected randomly (Najjar, 2010: 120).

The selection of the sample is an important step of the research, and the researcher usually resort to determine the research community according to the subject or problem apparent he chooses, and since societies are large in size, the researcher cannot study the phenomenon or event, therefore resort to the selection of the study sample from that community (Melhem The research sample was intentional by accident, as a group of (86) male and female teachers were selected.

Fourth: instrument of study:

The difference in the nature of the research requires any researcher to use a set of tools exclusively. The questionnaire is considered the most used tool in the educational, human and social sciences. It is a means of collecting data by containing a set of questions and phrases and asking the respondents to answer them (Jouda, 2008). , P. 20).

The researcher adopted a direct observation from her to the research sample in order to identify strategies and modern methods in teaching Arabic. The researcher has verified the validity of the tool before its final application on the main research sample.

Fifth: Application of the instrument:

The researcher applied her study instrument:

1- The researcher visited the teachers in their classes.

2 - The researcher took notes on the observation card for the performance of each teacher and was a separate card for each information visit.

3- The researcher continued to apply the tool in the second semester of the academic year 2017-2018.

Sixth: Statistical means

The researcher used the following statistical tools:

1. **Alpha Cronbach Formula**

It is used to calculate the internal consistency of the tests.

$$\alpha = \frac{k}{k-1}\left(1 - \frac{\sum V_i}{V_t}\right)$$

(Stevens, 2007: 160)

2- Weighted average:

The researcher used this tool to describe each paragraph of the search tool and to know its value and ranking in relation to other paragraphs within the same field and also for the purpose of interpreting the results, the following law was used:

$(T1 \times 5) + (T2 \times 4) + (T3 \times 3) + (T4 \times 2) + (T5 \times 1)$

Where:

Since that

t1 = Repeat the corresponding paragraphs completely.

t2 = Repeat the corresponding paragraphs.

t3 = repeat paragraphs corresponding to some extent.

t4 = Repeat non-corresponding paragraphs.

t5 = Repeat paragraphs are not fully agreed.

Sum = total iterations. (Adass, 1987: 133)

3. Percentage:

The researcher used the percentage in the description of the research community and sample, and the frequency of each paragraph of the questionnaire was converted to percentages in order to reach the relative importance of each paragraph of the questionnaire.

Chapter Four: Results

The researcher used the statistical program SPSS as the results showed that more than 85% of the sample visited by the researcher does not have any information on modern strategies and some have little information and some have limited information but do not apply strategies in education

Note that the researcher presented the names of the strategies listed below to identify teachers or to mention the names of new strategies.

Divisions of teaching strategies

Dumping Strategies

First: the concept of dumping

Second: Types of Dumping:

Third: the use of dumping in teaching:

Fourth: the development of dumping

Fifth: dumping strategies

Seventh: Strategies stories and dumping jokes

Dialogue and discussion strategies

First, the principles underlying the interactive method

Second: the steps of the interactive method

Advantages and disadvantages of the interactive method

Fourth: active discussion

Fifth: Strategies for Dialogue

Problem-solving learning strategy

First: the concept of the problem

Second: the choice of problems

Third: the educational bases and justifications on which the method of solving problems is based

Fourth: the basic features of strategies to solve problems

Fifth: Problem-solving strategies

Sixth: the responsibility of the teacher in strategies to solve problems

Self - learning strategy and individualization of education

First: the definition of self-learning

Second: the importance of self-learning

Third: self-learning objectives

Fourth: Self-learning skills

Fifth: self-learning patterns

Programmed self-learning

Linear Programming:

Branching programming

Self - learning with educational packages and packages

Mini-unit programs

Learning Strategy by Research

Self-learning by computer and e-learning

Cooperative Learning Strategies

First: the definition of cooperative learning

Second, when is learning cooperative?

Third: the advantages of cooperative learning

Fourth: stages of cooperative learning

Fifth: levels of cooperative learning skills

Sixth: Cooperative Learning Strategies

Negotiation strategies

First: the concept of negotiation:

Second: Historical Roots of Negotiation

Third: Negotiation Patterns

Fourth: How to deal with the different types of negotiators

Fifth: negotiation and adolescence

Sixth: Negotiation and development of creativity

Seventh: Negotiation Strategies

Cognitive Strategies

First: the concept of cognitive strategies

Second: the foundations on which cognitive learning is based

Third: Classification of cognitive strategies

Brainstorming

Harmony of sundries

Strategy lists of properties

Pilgrims

The four corners

Self - regulation

Content generation and organization:

Chapter 10: Teaching Strategies (Metacognition)

First: the concept of metacognition:

Second: the foundations of what is beyond metacognition

Third: Defining metacognitive strategies

Free Writing Strategy

Cognitive maps and mental maps

Fast Writing Strategy

Strategy for generating questions

Model Examination Strategy

Strategy for developing and organizing ideas

Add strategy detail

Strategy for reorganizing ideas

Peer editing strategy

Review and Editorial Strategy

Detail and clarification strategy

Self-talk strategy:

Synthesis and integration strategy

Write operations

Advanced Organizer Strategy

Chapter 11: Critical Thinking Strategies

First: the concept of critical thinking:

Second: Critical Thinking Capabilities

Third: Critical Thinking Capabilities

Fourth: Critical Thinking Skills

Fifth: The characteristics of the critical thinker:

Sixth: Critical Thinking Skills

Seventh: The Importance of Critical Thinking

Eighth: Preliminary Procedures for Critical Thinking

Ninth: Critical Thinking Strategies

Chapter 12: Multiple Intelligence Strategies

First, the emergence of multiple intelligences

Second: Multiple types of intelligence

Third: the foundations of the theory of multiple intelligences

Fourth: Multiple Intelligence Theory and Effective Practice

Fifth: indicators of the discovery of multiple intelligence among learners

Sixth: The relationship between intelligence and language education

Seventh: appropriate strategies for each type of multiple intelligence

Eighth: Activities used by the teacher to develop multiple intelligences

Ninth: Strategies suitable for the development of multiple intelligences

Chapter XIII: First: the entrance of the tasks and the most important strategies

Second: the concept of the tasks entrance

Third: the philosophy underlying the entrance tasks

Fourth: the characteristics of tasks

Fifth: Components of the tasks entrance in language teaching

Sixth: The advantages of the tasks entrance in learning the language

Seventh: the justifications for using the entrance tasks in teaching

Eighth: The importance of using the tasks entrance in teaching

Ninth: Mission Strategies

Chapter 14: Self-Organized Learning Strategies

First: theories on which self-organized learning depends:

Second, the basic assumptions underlying self-organized learning:

Third: the concept of self-organized learning:

Fourth: Self-Organized Learning Procedures

V. Self-Organized Learning Strategies

Chapter 15: Educational Inspection Strategies "Discovery Learning"

First: the concept of the educational survey "learning by discovery"

II. Objectives of the Educational Survey "Learning by Discovery"

Third: the educational survey entries "learning by discovery"

IV. The importance of learning by educational survey "learning by discovery"

Fifth: Methods of Educational Survey "Learning by Discovery"

Sixth: Some Educational Survey Strategies "Learning by Discovery"

VII: The role of the teacher in learning in the educational survey "learning by discovery"

VIII: Guidelines when using Learning by Learning (Discovery Learning)

Chapter 16: Strategies for mastery learning

First: the concept of mastery:

Second: the principles of learning to master

Third: Teaching procedures in the light of the mastery approach

Fourth: the principles of evaluation in learning to master

Fifth: Strategies for mastery learning

Chapter 17: Learning Strategies by Play

First: the definition of play

Second: theories that explain the play

Third: the concept of educational games

Third: the importance of educational games

Fourth: the objectives of educational games

Fifth: the areas of the use of educational games

Sixth: The role of the teacher in the style of learning by playing

Seventh: Terms of the game

Eighth: Advantages of educational games

Ninth: Methods of educational games

Tenth: Some types of educational games

Chapter XVIII: Curriculum Strategies

First: Curriculum objectives

Second: Curriculum Strategies

Strategy role play "role play" plays

Pantomime

Simulation

Chapter XIX: Therapeutic Teaching Strategies

First, what is meant by learning difficulties?

Classification of Learning Disabilities

Third: Developmental Learning Difficulties and Academic Learning Difficulties

Fourth: the difference between learning difficulties, slow learning, and academic delay:

Fifth: How to identify those with learning difficulties:

Sixth: Language Learning Difficulties:

Seventh: Factors causing difficulties in learning the language:

Eighth: Some methods of treating language learning difficulties:

Ninth: Treatment of Academic Reading Difficulties

Chapter five: Conclusions, Recommendations, and Proposals

First: Conclusions: The researcher can conclude from the results of the research the following:

1. Many teachers are unaware of modern teaching strategies.

2 - Lack of training courses, workshops, and seminars on modern educational strategies.

3. There is no encouragement and material and moral support for the adoption of modern educational strategies and methods.

4 - The lack of magazines, books, electronic programs or applications on the computer or mobile strategies and modern methods of application in the classroom.

Second: Recommendations: The researcher recommends the following recommendations:

1 - Training teachers on modern strategies and methods on a regular basis was every six months and for all teachers.

2 - Issuing brochures or magazines distributed to teachers free of charge, including these strategies and mechanisms of implementation

3. Providing material and moral support to teachers who use modern strategies in teaching Arabic.

Third: Proposals: Through the results of the current research suggests the following proposals:

1- Conducting a study to know the impact of some modern strategies in teaching the Arabic language to primary students.

2- Conducting a study to know the extent of applying modern strategies in the performance of Arabic language teachers in the preparatory stage

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