

Towards a new concept of qualitative training for Arabic language teachers according to Conceptual mapping strategy.

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Abstract:

The current study aims to propose a training paper for the benefit of Arabic language teachers based on the Ausubel theory of cognitive learning (conceptual mapping strategy), through which we seek to employ theoretical cognitive starting points and renew them through applied models of teaching the Arabic language that contribute to the building and stability of learning, as well as retaining knowledge in order to enhance linguistic coherence and cognitive motor sequence.

Based on the above, we will use the analytical descriptive approach in this study in presenting the merits of employing the conceptual mapping strategy in the training course.. The study ended with a set of proposals, most notably:

- Striving to conduct training courses on ways to employ the conceptual mapping strategy in teaching Arabic and other subjects.

Keywords: Training course, Arabic language teachers, Strategy, Conceptual maps

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1. INTRODUCTION

Educational systems have witnessed great transformations in order to keep pace with various challenges and stakes, as they must be developed through continuous review of everything related to the preparation of young people in order to improve educational competencies and promote the educational reality. One of the most sensitive points is the modern teaching methods that should be aligned with educational development to produce positive outcomes that is reflected in all elements of the educational and learning process.

1.1.Problematic:

The teacher is the basic stone for the advancement of the educational sector and society as a whole, so I focused on him a lot of studies including language and teaching, as well as the formation of professors (Training) According to the latest educational studies as a study "The formation of teachers from the traditional paradigm to the practitioner who thinks of his practices". The works "My Channels Are Honest" (2022) and "Guest Mohammed Sharif" focus on post-service formation and enhancing the performance of professors in primary education. They explore various types of professional development aimed at improving both theoretical and practical knowledge essential for Arabic language education. Specifically, the latter emphasizes the development of key language skills, including listening, speaking, reading, and writing, to ensure a comprehensive approach to teaching and learning in this field—by employing knowledge structures that aim to achieve meaningful learning, and enhance linguistic interdependence as well as motor sequence, which in turn requires the availability of correct previous knowledge, which is a basic basis for building new knowledge. The conceptual mapping strategy is an important tool for preparing, training, and improving teaching competencies and organizing the knowledge structures that are growing in the

learner with the influence of his experience and developmental growth of the contents of the Arabic language in addition to the quality of the educational field.

To keep pace with scientific and technological development, our educational systems must pay attention to everything related to the preparation of young people, including the development of effective teaching professionals, who is effective in activating mental processes, by utilizing them to help learners successfully absorb knowledge.. Training is an important step that must be adopted so that the professor remains fully informed and aware of all that is new. One of the studies that focused on modern methods in the field of teacher training and training is the "Khaldi" study in 2017, which aims to identify the training of teachers in Algeria, especially continuous training and its relationship to total quality standards, where the researcher monitored the progress of continuous training and analyzed training programs using content analysis methods.. He found a steady and noticeable development. In paying attention to the continuous training of teachers, where the objectives, contents and content of the training program were focused on raising the academic scientific level of teachers, the analysis of the training programs used in in-service training revealed that these curricula do not adequately develop the pedagogical and practice

all skills of teachers. and therefore does not respond to the requirements of the quality of the training. (Zagaoua, 2017: p55).

Therefore, in this research paper, we will try to remove the ambiguity of professors and raise the quality of training provided to them in line with modern educational trends by highlighting the effectiveness of employing the conceptual mapping strategy in building and renewing the knowledge structures of students for the success of the educational-learning process. Based on the above, we will address the following points:

- What is meant by the training of professors?
- What are the reasons for employing the conceptual mapping strategy in the formative process?

-what are the components of the training course based on conceptual maps?

the training process aims to implement a method of building the cognitive structures of students., as it enables them to work, organize, arrange, and coordinate conceptual maps so that they can summarize the material to be learned and accelerate and simplify the learning process., as the formative process in this study does not depend on understanding and codification, but on the ways of applying this strategy which aims to activate the cognitive structures of students and develop their levels of understanding and their treatment of concepts in line with the requirements of the educational-learning process. After studying and researching the concept of training, we found the following:

2.Definition:

2.1. Professor training: means "pre-service preparation programs and continuous training throughout within the framework of the growth of the professor's knowledge, the development of his abilities and the improvement of his skill and educational performance in accordance with development." Al-Kaqandi, 2008: 360). The professor is the guide of the educational-learning process capable of paraphrasing the subject (didactic transfer), "The teacher must conjure up three logical formulas while preparing an educational position: the logic of contents, the logic of the students, and the special pedagogical logic" (Develay,s.a :28).

2.2. Formation triangle: Semi-interested in the formation of a triangle is based on three angles:

A. Ingredients: (training supervisors) Based on the principle of participation and openness to the largest number of actors in the social environment educationally, economically, socially and politically, training projects must not adhere to the patterns and forms of training on the part of the two components. The nature of the needs and requirements of the participants controls the quality and levels of formation.

B. teacher component: It is the target group and its interest in the levels of education and the

development of pedagogy methods and techniques require following up the development of professors' tasks and competence in their basic and continuous training.

C. Training materials: The offerings vary in training because they relate to the development of the profession and how each society determines its goals. Needs control the nature of the training materials, which are two parts:

- Proposed needs arranged by the organizing bodies based on extrapolating the views and wishes of beneficiaries.

Required needs: These are necessarily and indispensable by educational reality and the training materials are:

- Curriculum - Didactic - Pedagogy - Psychology.

- Social space - globalization - school guidance problems.

- The relationship of professors with partners - languages - specialization materials - digitization - information skills and techniques.(Nasreddine, 2014: 101).

3. Conceptual maps:

3.1.Definition:

It is a strategy of teaching that consists of a set of organized and sequential schemes linked by phrases or words that are a whole that is a basic and meaningful idea of the basic subject to be clarified to the learner.

Strategy: A set of organized and sequential steps through which we pursue a predetermined goal.

3.2.Reasons for employing the conceptual mapping strategy in the training paper:

One of the most prominent reasons and reasons for addressing the topic of conceptual maps in the formative process are the following:

- The trend of modern educational thought because of the need to keep pace with scientific and technological developments with the findings of the latest educational theories such as "Ozöbel" theory of meaningful learning, which aims to develop and enhance cognitive interdependence within learners' cognitive structures.

- Teachers' recognition of the inevitability of curriculum development, as this strategy seeks to reach hierarchical constructions characterized by educational reforms, so that the hierarchical structure becomes more coherent and integrated by modifying the map several times to determine the main concept at its top and improve the quality of the words linking them.

- The hierarchical use of concepts makes them meaningful and clear to review, write them, and conceptual maps also increase the ability of teachers to focus on the conceptual basis and regular thinking necessary for learning.

- This strategy is characterized by employability in the design of the educational material, where it is modified, arranged or added other new or recent concepts are more relevant to the main concepts included in the lesson. (Shehata, 2012).

- Learning according to concept mapping is characterized by the stability of learning, retention of knowledge and ease of retrieval, and we can refer to learning patterns and their uses: auditory by hearing the concepts of one lesson and classifying them into main and secondary concepts, where "Eit Oshan" referred to this in 2012 by mentioning "40% people are classified as visual learners so people learn best when you give them information and concepts visually and visually" (Eit Oshan , 2012: p184). We will address the most important sections of memory that are used in storing knowledge in the following:

A. Prof Short-term memory: Based on immediate, direct recall of acquired learning, and the brain processes them in case of dealing with close events.

B. Long-term memory: Based on the organization and arrangement of acquired learnings

after they have been processed, and is relied upon to remember educational-learning positions and practice various learning activities. (Ferhaoui, 2012: p40). The following figure shows the processing of information at the level of memory.

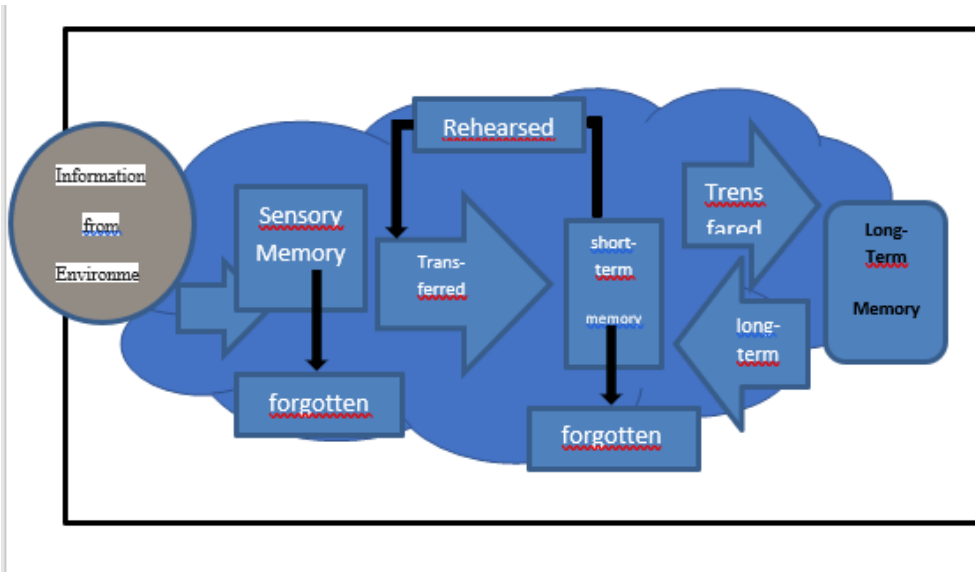


Figure (01): An Information – Processing Model of Memory.

Source : (Gagne & Medsker, 1996)

The previous image depicts the cognitive model of information processing, where external stimuli, such as sound and images, trigger the processing of information. The learner's attention is focused on it, thus initiating internal mental processes., and they move from short-term sensory memory to short-term memory or working memory. Our consciousness represents everything that we are aware of at any given point., but the storage capacity in it is limited. Information in short-term memory is processed and not as raw as it is in short-term sensory memory. There is a similarity between short-term memory and working memory, and they may be part of the same system.. Where if the information is trained and repeated or Encoding them in short-range memory or working memory, it will maintain concentration of

attention or be transferred to long-range memory, which is characterized by unlimited large storage capacity, while information stored in long-term memory can never be forgotten. In fact, any response we can make is like answering a question, It stems from working memory, either directly, or through recovery from long-range memory. (Gage and Berliner 1998). In addition, there are several changes in knowledge as it is applied to a specific field.. School knowledge is knowledge resulting from restoration that takes into account a set of heterogeneous factors that the learner understands not only depending on its storage in memory but also through applied work and reinvestment of this knowledge in a new mode or conversion skill" (M.Develay, s.a.), The following presentation of calligraphy proposed by Duflay seeks to locate didactical concepts, including didactical transport.:

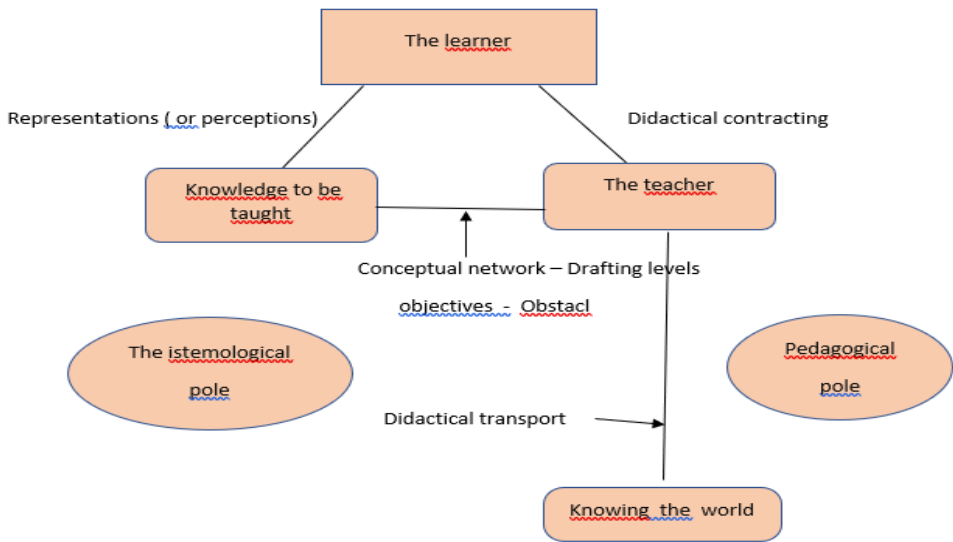


Figure 02: Represents the position of Didactical Concepts

Source: (Gagne & Medsker ,1989, p 61)

Analysis of the previous format :

Based on Figure No. (02), it is clear that there is an interaction between each of the poles of Didactical concepts, including both of the epistemological pole and the pedagogical pole, which is embodied in the overlap between three important elements, which are: The teacher, the learner, the knowledge to be taught, which is combined with interactive links, the most prominent of which are summarized in the following:

- A. Drafting levels that include goals and obstacles to combine knowledge with the teacher.
- B. Didactical contracting that brings together the teacher and the learner.
- C. Representations (or perceptions) that combine the learner with knowledge to be taught (which includes the learner's conceptual network of knowledge of the world as a whole). The previous interactions all falls within the classroom interaction, which is translated with verbs, words and accurate movements, all of which include building knowledge in the minds of learners, and the more practical the interaction is the smoother the process is to retrieve to solve various daily problems inside or outside the school.

3.3- Formation of concepts in individuals:

"Individuals represent concepts through their interactions with stimuli, attitudes, and experiences or through shared qualities.. Mental images take a special name or symbol that denotes the concept. (Youssef, 1988: p67). "Estolfi" and "Dolphi" have shown that there are three levels in conceptualization:

- Linguistic level.
- Sicotcoin level.
- Estemological level.

These levels have a relationship to the learner's mind and an impact on the educational-learning process. The language level is a manifestation of the psychological? and

epistemological levels, and we can distinguish for the psychocotological level between two schools:

* **Constructivist school:** It goes on to say the diagnosis of mental development, and uses it in programming the teaching of concepts. Piaget believes that diagnosing a learner's developmental stage is necessary to determine what we will study.

* **Cognitive school:** "Brunner" believes that diagnosing the stage of mental development is also necessary, but not in determining what we will study.

To effectively teach a subject, it is necessary to present it in a language and format that aligns with the learner's perspective.. (Eit Oshan, 2005: p132-133).

3.4- Educational theories that are interested in concepts:

There are two stages, the stage of concept analysis and the stage of teaching the concept, and we will discuss both of them in the following:

A. Concept analysis stage: It is mainly related to the plan of good preparation of the lesson by the teacher, and includes the following steps:

1. Define the type of concept.
2. Formulate a definition of the concept that need to be taught.
3. Identify the distinctive qualities of the concept.
4. Define the rule of concept determine the underlying principles of the concept.
5. Contextualize the concept within a hierarchy of the related concepts.
6. Select examples and counterexamples to teach the concept.
7. Work on applying the concept or selecting its impact.

B. The concept teaching stage: According to Disesco, it is based on nine successive steps, such as:

- 1- Behavioral formulation of goals expected of students.

- 2- Reduce the number of characteristics of the multi-characteristic concept, and focus only on the important qualities to distinguish it.
- 3- Providing students with the name of the concept or class as a language medium, where verbal interdependence is considered a requirement to learn it.
- 4-Supply students with positive and negative examples of the subject.
- 5- Display positive, negative/counter examples in sequential or balanced order.
- 6- Presentation of new examples identical to the concept, as this step emphasizes the generalization of the concept or its application to new examples.
7. Validate the pupil's learning of the concept.
8. formulate the definition of the concept.
9. Provide students with an adequate opportunity to give and strengthen the response. (Eit Oshan, 2014: p181). " According to Hassan: "Competent teachers provide students with advanced educational materials, help their students turn the vision into work in an actual field and from this they get feedback to correct their ideas. The teacher is seen as a decision maker, he always has to make one regarding all aspects of his educational work from planning, implementing and evaluating." (Shehata, 2007).

3.5- Concept Map Buildings:

- Brainstorming phase (information gathering): Generate the largest possible list of concepts (draft 1).
- Organization stage: Preparing for the construction of an initial map (draft 2).
- Design Phase: Processing and Preparations (Building Draft 3).
- Fastening phase
- The review and evaluation phase to confirm it is organized.
- The final drafting stage. .(Oshan, 2014: 185).

4. Formative plan:

The training plan at the primary stage is based on activating teaching according to conceptual maps

Title of the lesson	Teaching according to the conceptual mapping strategy	
The target group	Arabic language teachers.	Because our study is intertending within the Arabic language, conditions must be met represented in the form of: - Proper pronunciation (letter exits). - Identify the difficulties faced by the students
Duration of the training course	Three sessions	The class is divided according to the headings shown in the axes of the training course.
Targeted efficiency	- Improve the effectiveness of teaching.	- Renewing pedagogical performance in line with modern educational trends.
	- Identify language gaps.	"All branches of language including grammar, morphology, spelling, and rhetoric are important because they provide the rules governing the language
	- Employing modern teaching.	Employing these active strategies establishes a learning climate where the teacher motivates, assists the learner and increases their motivation creating an

		effective, active, knowledge-building environment.
Formative plan divisions.	1. Introducing teaching according to active strategies.	- It depends on the previous knowledge that exists at the level of its structure that it takes as the basis on which to build new knowledge. - Activating knowledge activity by investing in the learner's abilities because the first and last goal is to create linguistic interdependence between previous concepts and concepts learned by acquiring the Arabic language.
	2. Reasons for developing the linguistic base according to modern educational theories	- By integrating organized and sequential schemes that are linked by all phrases or words, it is a basic and meaningful idea of the main topic to be clarified to the learner in the lesson to be taught.
	3. How to employ conceptual maps in the educational-learning process of Arabic.	- Choose the appropriate lesson that suits the conceptual maps. - Attracting the attention of learners by raising the tone of voice or mentioning a famous saying can help to engage them in the lesson.

		- Using appropriate teaching methods based on the educational situation. - Ask fundamental questions to start the lesson. - The start of the learning process by linking pre-stored knowledge with a new one. - Gradually clarify the underlying ideas and points that overlap among them. - Motivate learners to participate in the activity and interact with knowledge building while selecting students of different levels. - Gradually extracting the concepts of one lesson, and building the concept map on a blank whiteboard. in different colors and arrows that reflect the relationships between the concepts and classify them from basic concepts into sub-concepts and examples. - During discussion and learning activities, if any difficult points arise, the teacher provides feedback to correct any misconceptions.
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Sample concept map (nominal sentence lesson):

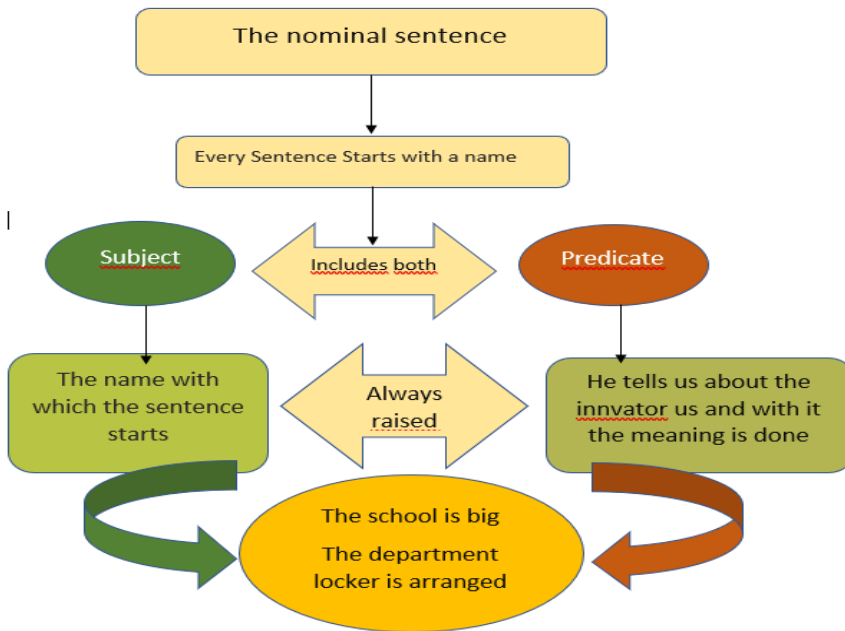


Figure 03: A model of a concept map that studied the nominal sentence.

5.General Debate:

Based on what has been discussed, it is clear to us that the basic composition of the professor, which must be in line with the scientific development and technological progress witnessed by education. It is necessary to continuously form all professors to excel in managing educational-learning positions efficiently, taking into account the individual differences by employing the differential pedagogy that aims to reach the close level of all students of the department by opening the doors of analysis and discussion to solve various problems, This helps foster creativity in learners and keeps teachers up-to-date on the latest educational studies, such as the 2019 study by "Younes", which focused on: "Effectiveness of employing group discussion and brainstorming and electronic strategies in developing the skills of designing the electronic achievement file among technology teachers" in Gaza, where the researcher relied on the semi-experimental approach

(experimental group and control group) by employing a test before and after. The study concluded that there are statistically significant differences at the level of significance between the average scores of the group teachers studied in electronic discussion in the tribal and post-application of cognitive testing in favor of post-application. This confirms the need to link the educational process to all the findings of modern research, including the conceptual mapping strategy because of its effectiveness in consolidating learning. At the level of cognitive structures, where it starts from "the levels of acquiring, developing and encoding learning and linking them to previous experiences with relationships, conjuring similarities and then classifying them accurately during coding, which facilitates their accurate recall and use" (Shihata, 2012: 110).

The conceptual structure is reorganized and the process of progressive differentiation takes place (ibid., 110).

The formative plan for the proposed primary-level course is founded on the utilization of a teaching strategy that is centered on conceptual maps, owing to the motivation it engenders in learners to actively participate in the learning process and engage in collaborative knowledge-building efforts, which in turn facilitates interaction and communication among students of varying levels of proficiency, thereby fostering differentiation and enabling the incorporation of diverse lifelong experiences while taking into consideration the actual tribal knowledge possessed by the learners.

Study suggestions:

-To strive for and use conceptual maps as a strategy for teaching Arabic.

- Conducting training courses for professors on methods of using conceptual maps and modern education strategies.
- Linking the development of curricula with technological advances to increase the motivation of learning Arabic.
- Activate active e-learning to keep abreast of the global knowledge revolution by opening platforms, groups, and interactive networks for both teachers and learners.

Conclusion:

Most researchers and educational specialists currently focus on employing modern educational trends and theories due to their significant importance in developing learners' cognitive competencies and effectively facilitating the educational process. This is achieved by using modern strategies that move away from traditional memorization methods. The research presented underscores the seriousness of the topic and provides substantive clarifications related mainly to active learning, particularly the conceptual map strategy. This strategy aims to build foundational learning through the use of conceptual maps, enabling the learner's cognitive structures and fostering connections between prior knowledge and new information. This learning occurs by actively engaging the learner, continuously reviewing lesson concepts, clarifying their relationships, and identifying both basic and secondary concepts through the use of colors to enhance attention. When educators are trained in these constructive methods, such as conceptual maps, the acquisition of diverse knowledge and skills is enhanced, leading to improved educational quality.

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