

Educational Approaches to Teaching Grammar Rules in Light of Artistic Creativity

مقاربات تعليمية في تعليم القواعد النحوية في ضوء الإبداعية الفنية

Amar aroui

University of Hadj Lakhdar - Batna 1

Amar.aroui@univ-batna.dz

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Abstract:

The research aims to study the pedagogical representations of Arabic grammar in its structural form for pre-university and university students. This is because the subject of grammar involves investigating the principles underlying expressive phenomena through the analysis and understanding of texts, revealing their semantic, artistic, and aesthetic implications, and evaluating the extent to which our students appreciate them within the framework of modern educational curricula.

From this perspective, the research problem arises: Can we understand a text independently of its verbal and structural relationships? Is grammar an art, taste, and creativity, or is it merely a set of abstract rules? Is it a stylistic approach that uncovers the semantic, artistic, and aesthetic intricacies of a text, or is it an end in itself? How can we present grammatical rules to learners in light of artistic creativity?

Keywords: Didactics , grammar , creativity, Rules

ملخص:

يهدف البحث إلى دراسة تمثيلات التعليميّة للنحو العربي في شكله القواعدي للطلبة ما قبل الجامعة وللطلبة الجامعيين، لأن موضوع علم النحو هو البحث في المبادئ التي تقوم عليها الظواهر التعبيرية من خلال مقارنة النصوص وفهمها للكشف عن مضامينها المعنوية والدلالية والفنية والجمالية، ومدى تذوقها لدى طلابنا في ظل المناهج التعليمية الحديثة، من هنا كانت إشكالية الموضوع: هل نستطيع أن نفهم النص بمعزل عن علاقاته اللفظية والتركييبية؟ وهل النحو فنّ وذوق وإبداع أم هو قواعد مجردة؟ وهل هو طريقة أسلوبية توصلنا إلى خبايا النص الدلالية والجمالية والفنية أم هو غاية في حدّ ذاتها ؟ .. كيف نقدم القواعد النحوية للمتعلمين في ضوء الإبداعية الفنية ؟ ...

الكلمات المفتاحية: التعليمية – النحو – الإبداع – القواعد

Introduction:

The science of grammar aims to appreciate and regulate the text in a way that is appropriate for its intended meaning, ensuring that the topic is conveyed clearly and that its meaning is revealed by exploring the depths of the text's implications. This allows the beauty of linguistic, grammatical, and rhetorical language to shine through. From this perspective, the significance of Arabic grammar in uncovering hidden pearls, exploring the aesthetics of the text, and its creative influence on the audience's psyche becomes clear. When presenting this to learners, it is crucial to use modern teaching methods that engage their minds, make the art and issues of grammar appealing to them, and enable them to understand and appreciate its beauty.

We still hear and see significant fear surrounding grammatical rules among learners at all levels of education, causing them to shy away from grammar lessons and preventing them from understanding its principles. They often view it as a smooth, impassable wall.

Thus, the core issue of my study revolves around teaching grammatical rules: Can we understand a text independently of its verbal and syntactical relationships? Is grammar an art, taste, and creativity, or is it merely a set of abstract rules? Is it a stylistic approach that reveals the hidden meanings, beauty, and artistic qualities of the text, or is it an end in itself? How can we present grammatical rules to learners in a way that emphasizes creativity and art, free from abstraction and rigidity?

Grammar and the Text:

The attempt to produce a text and move it from the realm of thought to verbal expression or writing does not necessarily mean its artistic completion or the fulfillment of its intended purpose, nor does it mean its semantic fulfillment. Rather, it needs completion on the grammatical and syntactical level. Therefore, one can say that full meaning requires a proper grammatical structure, and this is only fully realized in the Quranic style. "Humasa Abdul Latif, 2000, p. 66."

Education serves as a bridge for continuous knowledge and scientific communication, embodying the teaching and learning process among students at all levels. It encompasses theories, rules, and mechanisms that define how knowledge should be presented. It refers to a set of methods, strategies, and learning techniques that shape the learning situation and address it systematically. "Humasa Abdul Latif, 2000, p. 102."

Grammar is a linguistic art that produces the text, refines taste, nurtures emotion, and develops the aesthetic sense of both the speaker and the listener. It is not an abstract science that solely employs logic or reason, as its dominant feature is the emotional and artistic nature intertwined with the scientific aspect. As a result, its connection to literature is profound, as grammar underpins the construction of the text, unveiling its aesthetics, artistic values, and creative qualities. The comparison between different expressions arises through their syntactical and linguistic correctness. Grammar thus transcends the individual word or sentence and extends to the broader domain of the text. Grammatical style is a linguistic and semantic structure that serves multiple functions, including stimulation, pleasure, communication, and the transmission of ideas with accuracy, precision, and clarity. It

is a syntactical phenomenon that unites language, art, and life in a structure that evokes emotions, intellect, and a sense of beauty through its foundation in the rules of grammar.

The Artistic and Creative Mechanisms of Grammar in Meaning Production:

The tools that ensure the production of meaning in grammar are those elements inherent in grammatical structures, such as intentionality, focus, context, and diverse cues that contribute to determining the text's meanings. This is what Abd al-Qahir al-Jurjani (d. 471 AH) referred to as "the meanings of grammar." The text's journey begins with its various genres, whether poetry or prose, and it manifests through interpretation and analysis according to the reading guidelines. This is where the creative potential of the literary work emerges within the grammatical system that governs the discourse as a whole, as well as the creativity of the audience and the grammatical levels of the speech. "Abdel Karim Mujahid, 1985, p. 194."

Therefore, the audience relies on the structure of the text, or its internal relationships governed by grammatical rules, to create the necessary context for understanding the spoken or written text. In this way, the grammatical level is expressed through the interconnection of various elements, such as sound, symbol, words, imagery, speaker, and listener, to produce meaning and determine the interpretation. "Nasr Abu Zayd, 1984, p. 14."

Since Arabic grammar (the descriptive language) encompasses sound, morphology, syntax, and semantics, it does not only focus on the formal aspects like case endings (i'rab), but also requires the learner to apply mechanisms that

guide the syntactical structure's meaning. This includes understanding everything that aids in comprehending the text or directing its meaning. Some of these mechanisms are intrinsic to the structure itself, such as verbal and semantic cues (referred to as "contextual clues"), which are derived from spoken or written speech. Others pertain to the broader context in which the structure is situated, referred to as "current clues" or situational context. "Al-Qadir Al-Saadi, 1986, p. 39."

This area studies the formation and composition of sentences, how they are constructed, and their semantic and aesthetic characteristics. It involves analyzing sentence construction, whether verbal, nominal, or semi-verbal, and examining syntactical meaning, also known as "grammatical meanings." This refers to the difficulties inherent in determining a sentence's syntactical meaning. A sentence may be formulated in a particular way but may carry several different meanings, some through implication, some by obligation, some through direct indication, or through suggestion or symbolism.

The grammatical meaning (descriptive language) is derived from the syntactical relationships between words in sentences according to the laws of language. Language is essentially "a collection of normative rules, whether at the level of individual words (vocabulary) or at the level of sentence structure." "Mustafa Jamaluddin, 1980, p. 31."

Each of these words has a specific grammatical function determined by its relationship to other words in a particular syntactical system. Classical grammarians demonstrated this in their analytical studies of words in sentences and structures, explaining that "prepositions affect verbs, shifting their

meaning from statements like 'went' and 'passed,' conveying prior actions. When these verbs are connected with conditional prepositions, they shift to the future tense, like 'If you come to me, I will honor you.'"

Scholars of interpretation (mufasssirun) recognized the importance of syntactical meaning, which they applied in their understanding and interpretation of Quranic texts. They also employed it in establishing legal rulings, as the science of principles (usul) relies on understanding syntactical meanings and the way word order impacts the meaning, which may change from one structure to another (such as subject-verb-object order, negation, interrogation, and other grammatical aspects). "Abd al-Jabbar Tawama, (PhD Thesis in Syntax from the University of Algiers, 1994), p. 17."

This concern is also evident in the work of Abd al-Qahir al-Jurjani, who linked meaning with grammar and focused on the syntactical relationships between words within a sentence and between sentences in the text. He emphasized that words do not have value in isolation; their significance arises only when combined and structured in sentences. He argued that "words have a specific function to perform, and without fulfilling this function, they hold no value in themselves. The value of words is determined by the structure they form and the meaning they convey as a unified entity."

In conclusion, the production of meaning (whether from the perspective of the speaker or the listener) requires an understanding of a range of elements that work together to form necessary tools that cannot be disregarded. These tools include both internal elements like language itself and external factors such as the speaker, listener, and context. All of this relies on understanding the principles of Arabic

grammar, the ways of figurative language, and the additional meanings beyond the literal, such as specificity, generalization, metaphor, derivation, and other grammatical functions.

Artistic Creativity:

When we refer to abstraction, we mean those abstract rules removed from the context of textual examples, or the normative rules that govern the nature of the subject, limiting its artistic and aesthetic values and forcing it into a rigid mold that does not reflect an aesthetic reading. On the other hand, art is the creative innovation that arises from the proper taste of the text in its general context, exploring its artistic aesthetics and creative values, which reflect an exemplary reading of the text in light of literary criticism. Today, in the teaching of grammar, we often find it being presented through examples disconnected from their artistic context and not linked to their current context, lacking a proper understanding of the text. Consequently, grammar becomes a dry set of rules, devoid of any graceful artistic creativity, leading learners to shy away from studying and understanding it. They find the subject difficult because we have instilled in them the rigid rules of grammar. However, grammar as an art is the beauty and fluidity in the analysis of the textual example, without isolating it, and without formalizing the art of grammar, then solidifying its artistry through the proper reading techniques that carefully examine the style's aesthetics in the language, uncovering the decoration of speech and embellishment, which is enriched by the language's treasures, whether it is made elegant through usage or strange yet made familiar. This is the essence of eloquence and grammar in their high form, and it is also the model that, if followed by learners, would make their styles more

powerful and their faculties more refined, while mastering the rules and acquiring ample memorization.

Teaching Grammar Rules:

The current method of teaching grammar leads to failure in achieving the desired goals with students. The current approach separates grammar from literature lessons and handles it in independent sessions using a theoretical scientific method, turning it into abstract and dry rules detached from the larger context of the text. In addition to the artistic error in this separation, it leads the student to view grammar as something forced and they become confused about its aesthetic value. Ideally, students should approach it from a literary, aesthetic direction. What would a student think about the value of grammar if they spend their time and effort only to identify a subject, object, or determine the type of object in a sentence? Or if they strain to find which word is the subject and which is the predicate in a structure, starting their journey in confusion and often ending in failure? Even when they arrive at the correct answer, they rarely appreciate the aesthetic aspects of this grammatical phenomenon because they encountered grammar through dry rules isolated from the text. "Abd al-Jabbar Tawama, (PhD Thesis in Syntax from the University of Algiers, 1994), p. 17."

Therefore, grammar should not have a separate lesson explaining its rules. It should be taught within literature lessons, in the context of its texts, so students can appreciate its high status and its importance in Arabic studies. This also makes it easier to approach grammar always from a purely aesthetic perspective, untouched by science or philosophy.

The method that suits the nature of grammar and its study should begin with artistic training directly. We should direct students' attention to the strengths and beauty in the literary text we are studying during the literature lesson, collaborating with them in its analysis, critique, and comparison with other texts, always heading in a literary, aesthetic, and artistic direction. "Humasa Abdul Latif, 2000, p. 122."

Objectives of Teaching Grammar:

When we seek to teach the arts of Arabic grammar in our schools (primary, intermediate, secondary, and even university), we aim to:

- Understand the texts of the Qur'an, Hadith, poetry, and prose models.
- Achieve mastery in the art of expression.
- Ensure correctness in constructing speech.
- Speak correctly both grammatically and linguistically.
- Acquire reading techniques and interpretive skills to explore the depths of the text.
- Connect the text with its sources (understanding the text requires using all tools that help uncover its meaning, such as grammar, morphology, rhetoric, semantics, and lexicon). Hence, grammar is an essential element in the search for meaning.
- Increase enjoyment of different types of literature, such as stories, essays, and plays, by understanding the characteristics of each and recognizing its artistic values.
- Foster an interest in extensive reading as a beautiful and beneficial way to spend leisure time.

- Enable students to use language to convey their ideas effectively, making it easier for others to understand and relate to them.
- Gain the skills of literary criticism based on objectivity, adhering to the text and its inherent values, which rise and fall, by understanding grammatical rules to reach an understanding of the text.
- Provide a deeper study of literary texts.
- Enable students to generate aesthetically beautiful literary texts in their daily writing.
- Enhance their ability to understand the ideas in classical literary works and appreciate their beauty.
- Eliminate the fear students may have of reading classical texts, whether poetic or prose.

These are some of the goals we aim to achieve in teaching grammar, and there are other goals that emerge when delivering the lesson. For the lesson to be effective and successful, certain general principles must be observed, the most important of which are:

- Grammar is instinctive and an act of creativity and artistry in speech, evident in daily conversations, not confined to literary language, but instead serving as the preliminary interpretation threshold of this artistic work.
- Grammar should align with the evolution of life and its artistic needs, not limited to words and sentences, but extending to paragraphs, sections, essays, speeches, stories, poems, and the text as a whole.

Teaching Methodology for Grammar Arts:

Teaching grammar is based on general principles that a grammar teacher should understand, believe in, and strive to implement. Among the most important of these principles:

- The grammar teacher should recognize the importance and sanctity of examples, particularly from the Qur'an, and understand their meanings and implications by referring to dictionaries and Tafsir books. The example should not be detached from its context but studied within the text.
- Grammar must be closely connected to literary texts and criticism. It is wrong to separate grammar from literature, as this separation means treating it as a mere exercise of offering examples and deducing rules. This approach is unsuitable for teaching a subject that depends on taste and feeling.
- Grammar topics should be approached gradually to be absorbed artistically, only after thoroughly understanding the literary texts. Students cannot grasp grammar rules until they understand the secrets of beauty in the text, which requires a deep understanding of its meanings and artistic images. The text must first undergo careful reading, meaning analysis, comparison, and tasting.
- Students should be sufficiently trained on grammatical structures, with the best training examples being verses from the Qur'an, Hadith, chosen poetry, and fine prose. The lesson can follow various methods, including the inductive approach (from examples to rules) or the deductive approach (stating the rule and applying examples). The inductive method is often considered the most suitable for teaching grammar as

it presents texts for students to analyze in detail, emphasizing their meanings, artistic aspects, and aesthetic value, and then formulating rules in clear language.

When teaching grammar using Qur'anic examples, the focus should be on presenting verses and extracting the linguistic and aesthetic rules to help develop the artistic taste and recognize the beauty in eloquent speech. Through this process, students will become familiar with grammatical terms.

In planning grammar teaching methods, it is essential to consider the dimensions of the teaching process: teacher, learner, and method of teaching. "Humasa Abdul Latif, 2000, p. 136."

1. **The Teacher:** The teacher should take advantage of language teaching methods and modern educational tools to make the subject appealing to students, presenting the basics in an engaging way and highlighting the objectives. The teacher should also adopt a holistic view of language, teaching grammar not in isolation from rhetoric, morphology, semantics, and lexicon, as this integrated approach achieves the desired outcome.
2. **The Learner:** The approach should distinguish between native language learners, non-native speakers, and those specializing in the language.
3. **The Teaching Method:** The method outlines how the teaching process unfolds, both in and outside the classroom.
- 4.

A Sample Educational Plan for Teaching Grammar:

Teaching a specific aspect of Arabic grammar involves several stages: introductory presentation, educational presentation, application presentation, and embodiment presentation.

1. **Introductory Presentation:** This serves as a starting point to engage students' attention and pique their interest in the lesson. The teacher can use various techniques to introduce the lesson effectively. For instance, in teaching an exclamation lesson to secondary students, the teacher might start by discussing the weather, making the students react with exclamations like "How beautiful the day is!" or "How amazing your calmness is!" This interaction leads students to recognize that the topic is about exclamation, after which the teacher writes the lesson title.
2. **Educational Presentation:** The teacher presents questions based on examples and engages students in discovering the artistic and aesthetic values of these examples. Students are encouraged to contribute their examples to reinforce the rule.
3. **Application Presentation:** After the rule is established, the teacher discusses practical applications of the rule and addresses individual student issues.
4. **Embodiment Presentation:** This is crucial for reinforcing learning, where students encounter these grammatical arts in every text and example they study. It transforms dry examples into rich, meaningful texts and enables students to apply grammar in writing.

Conclusion:

Grammatical arts should be taught according to an integrated approach, combining all aspects of language in the teaching process. One of the main issues in teaching grammar is that it is still taught separately from other branches of language. Grammar should not be isolated from reading, memorization, expression, dictation, or the texts that follow grammar lessons. An integrated approach to language is the best way to teach grammar, which can be practiced through reading, writing, and text analysis. Modern techniques, such as using computers, presentations, graphics, and concept maps, should be used to clarify and simplify the lesson.

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