

## **The purpose of Arabic Literature in developing Arabic Language Teaching**

**Dr. Mohd. Azam**

Assistant Prof. Dept. Of Arabic,

BGSB University, Rajouri (J&K)

### **ABSTRACT:**

The beginner of Arabic as a second language is usually eager first and foremost to attain a level of competency in accepting the culture that embodies the language. As literary arts concurrence the reader, listener and learner a certain pleasure associated with reflection and imagination, the educational material selected for the purpose should include literary texts that help in projecting the ideas and accommodating the linguistic rules. The education of Arabic language as a significant confluence. This is manifested by the extraordinary attention shown by speakers of other languages in Arabic language.

**Keywords:** Arabic Language, Confluence, Teaching, Learning, Through Literature etc.

### **Introduction:**

The education of Arabic language as a significant confluence. This is shown by the speakers of other language in Arabic language. This kind of interest shown by the speakers of other languages has a huge accountability on the sidelines of Arabic language teachers and education centers in Arab Countries. Furthermore language is a container of any culture and literature is a support of the language. Now a day the countries like Arab and other Islamic countries are living in a state of chaos, there is a need of hour for the deployment of the culture and has a need of well designed methodologies and the policies so as to challenge and overcome the barriers of communication with the rest of the country.

Literature is defined as the mirror of the society. The three main literary aspects of the literature are prose, poetry and the drama. These aspects often represent all the aspects of the cultural trends in the society. From the last few decades we are seeing the focus by the Arab and the other Western educational institutions publishing the curriculum that teach Arabic to non-native speakers who want to learn the Arabic language. This is outstanding to ever recounting the events in the Middle East. The first and last main objectives of the language learner are his/ her competence and ability. They obtain the desired language when they are in a position in interacting in the environment of the second language unexpectedly and contentedly. The real meaning and the character of the literature reflects the social systems and cultural traditions of the civilization which attempts to inspire its life or overturn its harmful features (Adham 1979: 241). Literature is gorgeous ideas described in beautiful vocabulary and coherent speeches that rouse the beneficiary to sense an artistic delight ( Ta' imah and Manna' 2001: 19).

Since literature is in black and white for native speakers, non-native speakers can obtain acquaintance with a variety of linguistic methods by studying some substance and thus they get a broader consideration of the language and culture. When reading, watching, studying and listening to a variety of creative forms of literature, students build up the competence to examine

the consideration and action with keenness, learners may see existence through the eyes of the typescript when they are able to join thereto and will as a result study with consideration.

The interaction of the Arab intellectuals towards the globalization is presented by artistic skills by some modern novels and novelists that the students of the language come across while they are going through the reading, watching or listening and then they are addressing their foreseeable cultural interaction and then they communicate it with their teachers. Some of the novels which include the above mentioned statement are *Birds of the East* by Twafiq al- Hakim (1938), *Season of Migration to the North* by al- Tayyeb Saleh (1996), and the *Gate of the sun* by the Labanese writer Elias Khoury( 1998) etc. Such novels can be studied from the point of linguistically and culturally to enhance the conversation of the development.

The methods of teaching must incorporate motivational or the innovative aspects of teaching methods that will consider the teaching of Arabic as mother tongue for many learners and try to encourage the analysis of the history and the culture of the Arab and should compare the same aspects with the rest of the civilizations. The personalities who excelled in different fields like Arabic/ Islamic civilization, physics, chemistry and other aspects must be recognized so that the learners must get encouraged in pursuing the different field of their life. Some such personalities are as: Ibn Rushd, Ibn Sina, Ibn al- Haitham, Ibn Zuhr etc who are among the most excellent figures in the history of scientific thought is efficacious in presenting their productivity linguistically, culturally and globally. It is as a consequence of studying the literature of a range of eras surrounded by the Arab Islamic civilization that a non- native Arabic beginner would obtain a better positive reception of the cultural scenery and deeper sympathetic of the social background of the language. Comparing the Umayyad or the Andalusian literary association with the Abbasid would help in following the supporting and social aspects connected to each situation. Furthermore, reading love poetry from three diverse historical eras- Umayyad, Abbasid and Andalusia display the major features of the each era.

The speech acts is social more than that individual as any word we speak is produced by interaction with the audiences that we always imagine in our minds (Joseph 2007, p, 79). The efficacy of the words and the possibility of sentences and texts are not experienced in individual or inaccessible scope; their subject matter is to the speaking linguistic crowd that adds to its efficiency and possibility. This means that society imposes itself in the language and the contradictory is necessary true (Omari 2012: 395).

Dialogue is going on whether to begin with traditional Arabic or the colloquial of the position of studying. It is better to inspire the condition for Arabic learners since colloquial is a ordinary phenomenon, is just a branch in the tree of any language and indivisible- like day and night. The learner is the one to select with which to begin as he/ she needs to learn both. The instructor is the one who submits colloquial from end to end speaking and talking, and modern standard for writing and reading.

Offering an insight of the Arab language and its civilization, so that the learner can meet Arab literary figures and writers renowned for their creativeness in diverse countries, through their translated substance and what was available about them, and then converse the academic content of the artistic language used and discuss the extent the society's culture depicts on artistic work, thus accepting the significance of the role of literature in interacting among the people of the a variety of cultures.

Culture in whatever form and on any image personified chronological work, literary assortment or theoretical book or discretionary work or cinematic productions, they always be inclined to look at creating an improved society. From beginning to end of learning languages and studying literatures, there is a genuine effort to understand considerable communal and enriching aspects to fully against and communities Literature in language education is indeed a doorway to cultural literacy.

Proportional issues in literary works give self-confidence learners to articulate themselves from side to side interacting, exchanging opinions, knowledge about new aspects of other culture among the students themselves, discussing some traditional from the different times; Umayyad, Abbasids then contrast with some modern pieces. Listening to chosen verses of Salah Jabin or Om Kulthoum can give a sense of language positive reception.

Contribution the glimpse of the major thinker, literary and culture issues in the Arab World to check occurrence and the way they considered by modern Arabic philosopher, critics and writers, as compare to very old Arabs, then attempting to deal with their dimensions in Western thought, thus cover issues of influence and being prejudiced. The debate cab be guided from side to side literary and dangerous curricula schooling in general, both old and new, contribution an in-depth and conscious exchange over on the issues been discuss, attempting to establish them, viewing their essentials, and connecting each of them to their circumstance and surroundings of expansion, as well as continuously thorough for similarities and corresponding in intellectual, artistic and fictitious critical inheritance of Arab and Western world

**Conclusion:**

Teaching Arabic language through literary statement is such an enjoyable knowledge. It offers both the lecturer and the student's enjoyable atmosphere and components the class into new height in the vigorous discussions. It is a twice utility; teacher and students with multi levels of communication; creativity, learning new aspects of dissimilar literatures. The grouping of linguistics and writing motives and provoke the wish to have connections mentally and academically. It is amusing to talk about the social, political, economic, historical, religious and human family member issues from side to side creative fictional works; novels, novellas or short stories, poetry, songs, plays and drama. It is a real confront for the teacher to do well in attracting Arabic language non- native scholar to the Arabic culture, develop their linguistic skills and disclose their talents in a creative way.

**Reference:**

1. Adham, A. Chapters in *Literature, criticism and history*. AlHay's Al Amma Lilaketab. Cario. (1979).
2. Allen, R. *An introduction to the Arabic literature*, New York, Cambridge University press 2000.
3. Faiq, S. *The cultural encounter in translating from Arabic* Clevedon, U.K (P- 1-13) 1940.
4. Wali, A. *Language and Society*. Dar Nahdet Misr. Cario (1971).