

# Language performance skills in the educational process

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## INTRODUCTION:

The linguistic performance has four basic skills: listening, speaking, reading, and writing, and between these skills are reciprocal relationships. Listening and speaking are combined by sound, as they together represent the vocal skills that the individual needs when in direct contact with others, while the printed page combines reading and writing. They are used to transcend the boundaries of time and space when communicating with others.

Listening meets with reading in that they are a source of experiences, as they are two skills of receptivity, and the person in these two skills interprets the symbols. While he is in the skills of writing and speaking, he forms symbols, and with them he searches for the message, hence the two skills of production or creativity, and in the other two skills one influences others (a listener or a reader). (Toaima, 2004: 163), and Attia (2008: 96) asserts that language performance skills are complementary, and that one does not exist without the others, and if any deficiency occurs in any of them, its impact will extend to the entire communication process, and these skills are not Skills that are isolated from each other, but rather are skills that have relationships and ties between them, combining listening and speaking on the side of sound, and combining listening and reading on the side of receiving or receiving, and reading and writing represent two sides of the same coin, as one of them represents the sending or production side, and the other represents the side Receptivity or consumption, and between the skill of writing and speaking and bonding, because they represent the side of production. (Abdel Bari, 2011: 70), and to define the skill, it can be said that it is the ability to perform a certain behavior efficiently when it is needed, such as reading and writing, playing ball, swimming, and driving a car. And so on, the skill is an organic, voluntary activity linked to the hand, tongue, eye, or ear. (Al-Beja, 2000: 285). However, the attention of educators has shifted, not so long ago, to focus on learning. Skills, considering all school subjects depend on the student's mastery of them, so the linguistic skill is considered part of the

educational learning experience along with the information, tendencies, trends and values. When students read something in a folder or newspaper without using the grammar to pronounce words correctly, their experience is not considered In sound reading (Al-Dulaimi, 2013: 48), the main goal of teaching Arabic is to provide the learner with the ability to have proper linguistic communication, and this communication does not go beyond being between a speaker and a listener, or between a writer and a reader. (Al-Hashemi and Faiza, 2005: 13)

Accordingly, Arabic language skills consist of four main skills, namely, the skill of listening, the skill of speaking, the skill of reading, and the skill of writing, and in what follows an explanation of these skills:

The first topic / listening skill:

Listening is the first art of language, and this primacy is imposed by the nature of language, because hearing is the first skill that a person is born with and is in the full maturity stage, as the child from the first hours of his birth hears all the sounds surrounding him even though he is unable to distinguish between these sounds that his ears receive is a queen God-given to man since birth because of this sense of great importance in the life of man true to the verse: (It is He Who brought you Forth from the wombs of your mothers when Ye knew nothing ; and He Gave you hearing and sight And intelligence and affections : That ye may give thanks (To God). ( **Surah Nahl verse (78)**), and multiple meanings and words that are associated with hearing, Listening Listening all revolves around one meaning, except that there is a difference in the meaning, and this is evident by referring to the sources of language to know the meaning of each of them. (Zayer and Sama, 2016: 57) The hearing added to God Almighty is divided into two parts: Hearing related to audio, so its meaning is perception. The voice, and hearing in the sense of responding, so the meaning of the supplication is answered, because supplication is a voice that emanates from the supplicant, and God hears his supplication means that his supplication is

answered, not the Murad heard it merely by hearing only because this is useless, rather the benefit is for God to answer the supplication (Ibn Manzur, 2002: 272). Hearing did not come in the Qur'an as a whole, rather it came in the form of individuals always, although it combines what is mentioned with it, such as the hearts and the eyes. Sayings are always in the joke of its members, that its origin is a source that is heard by hearing, and the source if it is made a name that is male and individual. (Al-Shanqeeti, 1995: 307), and the importance of listening is evident when we notice that a person who was born since childhood and is unable to hear (deaf), cannot speak And we do not communicate with people, and rarely do we find a deaf person who has reached high educational levels, while the person who loses the sense of sight hears what is going on around him and is able to speak and communicate with people and reach high scientific ranks, and the best example of this is the Egyptian writer Taha Hussein, Dean of Arab Literature. Speech is two related skills, there is no speech without listening or listening without speaking, so listening is therefore a cornerstone of language acquisition. (Attiah 2008: 217), and there is no doubt that listening is the child's first communication with the language, and it is the only communication of language in his first years of life. It is one of the arts of the Arabic language and has many skills that can be learned through training or practice, and it is closely related to other linguistic skills, and the ancient Arabs relied on listening to narratives that involve heritage, before the discovery of printing. (Al-Hashemi and Faiza, 2005: 17). Listening is very important, since they used to send their children to the Badia to listen to the language from its source, and the Holy Prophet (may God's prayers and peace be upon him and his family) reaped the language from the Bedouins, specifically the Bani Saad tribe, where he was placed among its sons and left when he was four years old, so the Qur'an confirmed Al-Majeed stressed the importance of developing the sense of hearing and distinguished it over all senses, even the sight, as it is the most powerful sense that helps to perceive the things surrounding a person. (Ismail, 2005: 93)

The researcher believes that the importance of the skill of listening has prompted some educators to consider listening as a type of reading, as they made it three: silent reading, aloud reading and listening reading, and each type has a different method, as well as the matter in its nature, and in the activities, skills and abilities of each type.

Listening or auditory reading is the process by which a person communicates with the meanings and ideas behind them with the words and words that the speaker speaks on a particular topic (Ashour and Muhammad, 2007: 93). Listening is

an active, positive internal process in which the listener plays an important role in composing a comprehensive message. They are exchanged at the end between the listener and the speaker, and then this process cannot be directly observed. (Al-Essawi et al., 2005: 69). Listening is the natural outlet for external reception, because reading with the ear was earlier than reading with the eye, and humanity began with the ear when the vocalis was used. And its compositions. (Al-Rikabi, 2005: 90)

**Conditions of good listening:** Good listening has its own characteristics, due to the difficulty of the skill of listening, as it depends on a number of receivers, and among these conditions are:

- 1- Sitting in a position isolated from internal and external distractions.
- 2- Looking with interest to the speaker, and expressing the desire to participate with him, where the Messenger, may God's prayers and peace be upon him and his family, if someone spoke to him, he would turn entirely towards the speaker, whether he was a man, a woman, a boy or an old man.
- 3- That a good listener knows how to listen to others and he does not listen to different things in one way and can choose what he should listen to. (Al-Sliti, 2008: 23)
- 4- A good listener has the ability to keep what he hears live in his mind.
- 5- He can know what is new in the hadith, what is antagonistic, and what is contradictory to each other.
- 6- Comprehend what is heard from the listener and define its main elements.
- 7- Evaluating the audiobook and making use of its content. (Attia, 2008: 229)

#### **Objectives of Teaching Listening:**

In order to reach good educational outcomes through the skill of listening, many and varied goals must be set to enable this, so the student at the end of the basic education stage is expected to do the following:

1. Pay attention to listening etiquette.
2. Understands the content of what it is listening to, and answers questions related to it.
3. They extract the general idea of the audio, or give a title to the story.
4. He is interested in the material he is listening to, and appreciates the speaker.
5. Distinguish between fact and fiction in what he listened to.

6. The meaning is extracted from the tone of the voice.

7. Predicts the results of listening to sequential events.

8. Finds the speaker's point of view and describes the speaker's feelings (Madkour, 2010: 130-131)

#### **The importance of listening:**

1- A means of linguistic communication.

2- It is an essential part of most language education programs, and it is one of the skills that accompanies a person throughout his life. (Madkour, 1990: 165)

3- In it, the individual gains many words and learns the patterns and structures of sentences.

4- It works to accustom individuals to listen and pay attention, restrict thought and follow the speaker.

5- A feasible way for an individual to acquire information, knowledge and culture of all kinds. (Al-Sulaiti, 2008: 21)

6- Listening is the first means of linguistic communication, as a person begins the stages of his linguistic progress by listening. Then speaking, and the Arab realized the importance of his role in acquiring the language, so they sent their children to the desert to listen to the language from its source, so listening is a major means for the learner, and it is applied in most of its educational aspects in school, school radio, and human activities. (Al-Hosiah, 2013: 18)

#### **Types of listening:**

There are many types of listening according to the purpose of the listener:

1. Attentive listening: It is the listening one needs in situations where the need for accuracy and understanding is more apparent, and this is necessary in classrooms, lectures, and in situations of guidance and giving instructions.

2- Critical listening: It is listening that provides the listener with opportunities to appreciate the heard speech, and in it the listener must be present in the mind, and pay attention to what is being said, so that he can discuss and change the opinion, either by acceptance or rejection based on his experience or the experiences of others in a sound scientific way. (Shanti, 1996, 160)

3- Focused listening: It is the prevalent listening that is widespread today, on what is the matter of many individuals listening to the radio, and the way in which an individual listens in this type differs, as most of them mean the speaker's opinion and point of view, or criticism or comment on what he says.

4- Listening for the sake of pleasure: The goal of this listening is enjoyment, such as enjoying the music, the song, the story, the novel, and so on, so the teacher must create the conditions that exist at his request for an enjoyable listening, as poetry and its reading with beautiful composition and music, as well as expressive representation of songs Loving ones are all kind attitudes in order to create enjoyable listening (Attia 2008: 50).

5- Analytical listening: This type of listening occupies a place in the listener's soul when he thinks about what he heard, and what he heard may be contrary to his personal experience, ideas and information, when the listener analyzes what he heard to express his point of view.

6- Listening in order to obtain information: the person turns to him in order to obtain experiences and knowledge from the speaker, or the various means of communication. (Al-Essawi et al., 2005, 73)

#### **The second topic / speaking skill (speech):**

It is the second of the four linguistic skills after listening, and this arrangement did not come out of a vacuum, because the physical nature of man is integrated with the integration of his development, so you find the child at the beginning of his normal development hears and retains the largest number of meanings and words he hears, and these heard words are translated into spoken and the child grows up and the two skills It remains associated with him, and this is what made the logical arrangement of that skill after listening, and likewise the hadith is the translation of the tongue from what it learned from listening, reading and writing, and this is another feature that is added to the advantages of hadith, and it is also one of the distinctive signs of man, and it is a major means in the educational process in various Its stages (Zaire and Sama, 2016: 97), so after a person listens to others, he must express his thoughts. And that is through speaking, through that skill a person can exchange ideas and information with his community, and many definitions of speech have been mentioned by researchers, but every researcher addressed this skill from his point of view, and some of them said that speaking is that spoken word that the speaker expresses. About his obsession, the feelings and sensations he wanders in his mind, the insights or thought in his mind, and what he wants to add to other information and the like in fluency and flow with correct expression and sound performance (Al-Sulaiti, 2008: 39-40) And some of them knew that they are spoken linguistic symbols that transmit our thoughts, feelings and attitudes to others, and the conversation takes place through direct contact such as discussions and conversations, and through mass means of communication (radio - television -

cinema) and through the means of indirect personal communication such as television and closed-circuit television (1993: 35 Russian television). ), As well as the ability to express human emotions and social, political, cultural and economic events in a functional and creative manner, in addition to correct speech and good character. A. (Madkour, 2010: 151). Hadith is a mixture of the following elements: thinking as mental processes, language as the formulation of thoughts and feelings into words, sound as a process of carrying ideas and words through voices spoken to others, and an event or action as a physical body, response and listening. The art of transmitting beliefs, emotions, trends, meanings, ideas and events from the speaker to others (Al-Naqa and Hafez, 2002: 173). Perhaps the function of the speaking skill appears to be a skill that the individual exercises early in his life, this period during which the child cannot grasp the pen and write about what is going on in his mind or his thinking, and that he has not yet reached the level of physical and mental maturity that qualifies him to fully practice writing activity, unlike The speaking skill that he practices in his early years, starting with chatter, so the child depends in his linguistic activity before joining school on the speaking and listening technician without others to communicate with others, and then the importance of the art of speaking in enabling the child to communicate competence (Taher, 2010: 82).

### Basic speaking types

**1- Restricted speaking:** This type of speaking leads to parroting repetition of information, and that is through the students' repetition of words, sentences or even phrases deaf repetition, and it suffices by simply uttering the word and producing it, without the students having the ability to interpret, understand what is said or What repeats or delineates the general meaning or the main meaning of the process of speaking or speaking, and without the students being able to actively participate in the process of dialogue and discussion with others, but the role of speaking here is limited to listening to what is being said, and preserving in his short-term memory of what he listened to, Then it repeats it automatically.

**2- Intensive speaking:** It is a type of speaking that aims to develop some linguistic aspects, such as developing aspects of grammatical health, or pronouncing some phrases or linguistic and morphological combinations, or students pronouncing a few words or sentences, and phoneme them, while highlighting aspects of the appearance of the voice in the spoken, And the clarification of the musical rhythm of the spoken words (assonance or alliteration), and the speaker must be aware of the semantic properties of what

he is saying or uttering, in order for this person to be an able interlocutor.

**3- Responsive speaking:** This type of speaking is concerned with the interaction of the speaker with the listener, whereby he has the ability to carry out a short conversation with other people, and it can be represented in greeting people, making a simple conversation with them, applying for a request or participating in a discussion.

**4- Interactive speaking:** The main difference between responsive speech and interactive speech lies in two things, namely, the duration of speaking or dialogue with the listeners on the one hand, and the level of composition at the moment of communication on the other hand, as interactive speech contains the contribution of the largest number of speakers or listeners at the time of communication, where The speaker and the listener take turns so that the conversation between them is in a permanent interaction, without the speaker alone being alone in the process of speaking all the time without the participation of the listeners.

**5- Extended speaking:** This pattern of speaking patterns is concerned with literary speech, or the expanded oral presentation of some issues and ideas, or storytelling, in addition to the speaker's employing a set of physical signals or non-verbal interaction patterns that aid in reaching the message to others. (Abdul-Bari) (2011: 282-283)

### The importance of speaking:

1- One of the importance of speaking is that it puts the teacher's hand on some of the students' speech impediments, and the weakness they suffer from and problems with expression, so that he works to remedy them (Zaqout, 1999: 195)

2- It is one of the most important purposes desired for studying language, because it is a tool for understanding, and it is one of the two sides of the understanding process.

3- It is the way a person communicates with others, and a means of deepening the intellectual and social bonds between individuals (Abd al-Bari, 2011: 2).

4- Speaking is an aim in the study of languages, while other branches of language such as reading, calligraphy, dictation, texts, archives, and grammar are all auxiliaries that contribute to enabling the student to have clear, sound, and beautiful expression (Abu Mughali, 2009: 57)

5- Speaking is the one that draws the image of the character in the minds of others. You may see a person and you will admire his appearance and character, if he speaks, it will either increase his admiration or fall from your view.



6- He who has the intention to speak can convince others of the tact of his speech and succeed in speaking, achieving many vital goals in different fields.

7- Speaking is the main form of language communication for any human being and the most important part of language practice. (El Beja, 2005: 35)

### **The elements of speech / consists of four main elements:**

1- The sound / it does not exist without sound, unless the communication process turns into signals and movements for understanding, which is not consistent with the natural situations in which communication, communication, or the transmission of ideas.

2- Language / The sound carries letters and words, and sentences that are spoken and understood, and not just voices that have no meaning.

3- Thinking / there is no meaning to speech without thinking preceded by it, because speech will become sounds devoid of its content and goals.

4- Performance: It is a basic element of the hadith that refers to the way in which the hadith consists of a description of the meaning, movements of the face and hands, which leads to influence and persuasion. (Lavie, 2006: 237)

The third topic / reading skill:

Reading is the third skill of language skills, and it is a skill that is based on the written word, and this skill is closely related to the skill of writing, as they are two sides of the same coin, and there are commonalities or common elements between them, so we may ask which one is earlier in existence reading or writing? , We say: Both skills are a pre-skill prior to the other skill. Because their mainstay is the written word, so the reading can only take place in the presence of written words, these words aim to convey the meaning to the reader, and writing cannot be done correctly unless the person reads words, and these words have mental images in the brain that allow the writer to identify and draw them Correctly, that is, writing and reading represent two sides of the same coin. (Al-Khouli 1998: 23), and accordingly, reading is the process of converting the written symbols into the meanings and ideas they indicate by means of pronunciation using the method of analysis, and accordingly, the main elements of reading are: The written symbol, the written meaning, the pronunciation in reading aloud, and direct access to the meaning in silent reading.) (Zayer and Ohood, 2016: 19). It is also a method of recognizing copied

written symbols that requires a meaning built from the reader's past experiences in the form of concepts of realizing their meanings. Realism and such meanings are determined by both the writer and the reader together (Al-Hallaq, 2010: 178-179), and it is the second source after listening to obtain information, thoughts and feelings that others have, and it has great importance as through it we can identify what was born Generations through different centuries, and we can also learn about what others have today, who are separated from us by distances, and we cannot listen to them directly. (Mustafa, 2010: 97)

### **Types of reading:**

First / The reading is divided according to its purpose into five types:

The first / urgent reading: which aims to search for information quickly, such as reviewing book indexes, address lists, and names.

The second / reading to form a general idea about a broad topic: it is a more accurate reading than urgent reading.

The third / careful reading: which requires deliberation and patience to understand the material in detail, and the student needs it in all his academic stages.

Fourth / reading pleasure: which is usually during leisure time.

Fifth / Analytical Critical Reading: What a critic and writer needs in the process of literary work criticism (Zayer, and Iman, 2014: 489)

### **Second / The reading is divided in terms of form and method of performance into three types:**

1- Silent reading: As this reading is used for many purposes inside and outside the school, the percentage of situations in which a person uses silent reading has reached 95% of the situations in which a person uses reading in general.

2- Reading aloud: reading aloud is a form of linguistic communication and it allows the individual to express himself, and in reading aloud, children should control all that is necessary for silent reading, such as mastering recognition skills and comprehension skills, and aloud reading requires special skills in pronunciation, namely Expressing the attitudes and emotional state of the writer (Taaima, 2009: 267-268).

### **Listening reading:**

Listening reading is the one through which the reader receives the meanings and ideas that are settled behind what he hears in terms of words and vocabulary uttered by the person (the speaker) on a

topic, and in achieving his goals he needs good listening. And preserving listening etiquette, such as avoiding interruption or confusion, noting the tones of the issued voice, and the verbal methods of performing what is read. (Al-Sayyid 1988: 130), and one of the drawbacks to this reading is that it is not suitable for students of the lower elementary grades. Because the age of students and their stage of development do not encourage them to listen for a sufficient period of time, and this reading may lead to some students being busy and leaving them the subject of the lesson, because the student tends his nature to play and play, so he is not able to focus his attention for a long period of time without listening to a story. Abu Mughali, 2009: 131).

### **Third / reading in terms of the special purpose of the reader, and they are of two types:**

a. Reading the lesson: It is used by many segments of people, especially school and university students and intellectuals.

B. Reading enjoyment: This category is related to spending leisure time, and it is based on the person's internal desire to discover what is going on around him, and it is based on people's tendencies to escape from his reality by reading myths and myths (Zayer and Ohoods, 2016: 39).

The goals of teaching reading in the primary stage:

Teaching reading in the primary stage aims to achieve the following goals:

1- That the students be able to read aloud so that they can pronounce the words correctly and perform the meanings well.

2- To acquire their ability to silent reading at an appropriate speed while comprehending the main and subsidiary ideas; And their ability to conclude and make judgments to the extent that their mental and linguistic development allows at this stage.

3- Improving their ability to listen as they can focus and draw attention to what they are listening to, understand it appropriately, and express it in their own manner free from melody and error.

4- To develop their desire for reading and reading in such a way that they turn to free reading, so that they do not return to illiteracy if some of them stop at this point of learning. (Ahmad, 1997: 321)

5- Building the main habits of reading, such as recognition, pronunciation and comprehension.

1- Developing the tendency towards reading, and the impulse to benefit from the colors of knowledge.

2- Accustom students to use punctuation marks in reading.

3- Maximizing students' perceptions, increasing their experience and developing it through adding new knowledge. (Wally, 2003: 215)

4- The ability to fully distinguish between sounds of all alphabets.

5- The ability to fully distinguish between forms of alphabets.

6- He reads a sound and expressive reading aloud.

7- Take into account endowment signs and punctuation marks in reading.

8- He extracts the general idea from the appropriate texts he reads. (Madkour, 2010: 175)

### **The importance of reading :**

1- Reading is considered the window to the thought of man and the connection to all different types of knowledge, and despite the scientific and technological development, and the explosion of knowledge in all areas of life, yet man does not dispense with it despite the existence of multiple means of transferring knowledge, where the circle of his knowledge must be expanded. As provided by these means, reading is the key to all knowledge in all disciplines, from which the rest of the language skills are derived. (Al-Khatib, 2009: 151)

2- It has its effect on building a person's personality and composition. Man made his environment and made his culture. Reading it shapes his thinking and creates trends in him and creates in him many tendencies or eliminates them. Above this, it gives the reader a distinct personality. With thinking and a sublime in culture, he feels himself among others. (Mujawar, 1998: 292)

3- Reading in the school expands and develops the students' experience, activates their intellectual powers, refines their tastes, and satisfies in them a curiosity that is useful for knowing themselves, knowing other men, and the natural world, and he desires, in the face of this, to know what is related to things and accidents familiar to him. (Shehata, 2000: 102)

4- Reading is the nourishment of the mind and the soul, and it is considered one of the tools of intellectual communication between individuals and society, and it gives the individual a mental pleasure when he relies on it to fill his mind with ideas and experiences from information and knowledge that he transforms into a behavior that makes him able to live with society permanently, and participate in developing Society and its advancement. (Zaqout, 1999: 99-101)

5- Reading is considered one of the most important means of scientific and social advancement, as it

develops understanding, thinking, creativity and criticism, and broadens the horizon, imagination and farsightedness. (Ali, 2011: 24)

6- Reading is one of the most important academic subjects because of its close relationship with other subjects, as it is generally observed that the student who excels in it excels in other subjects, so no student can show his distinction in any subject unless he is in control of her skills. (Beja, 2000: 296)

#### **The fourth topic / writing skill:**

Writing is the other means after the conversation to transfer what we have thoughts and feelings to others, or record them for ourselves so that we can return to them whenever we want, and this method has gained great importance throughout history, as history was not known in its details until after a person knew writing and wrote down his thought and civilization, and so take the writing An important role in education centers in its different stages, but the importance of writing increases after we leave education centers to practical life. (Mustafa, 2010: 161) 0 and writing is a communication activity that belongs to written skills, and with speech it is a communication activity that belongs to productive skills. The person in it is to convert symbols from verbal speech into written text. It is a process of arranging the symbols, the aim of which is to deliver a message to a person who is far away from the writer of the text in space and time. In light of the communicative approaches, the teacher has the responsibility to train the student to acquire the skills of communicating the message in written form, and the validity criterion in assessing writing through the communication portal is the extent of the ability to deliver the message, and teaching writing in the communicative portal requires training the student to have experiences in the different stages of writing, Starting with the pre-writing stage, in which the student accumulates data from what he wants to write about, ending with the correction and arrangement stage, in which the student reconsiders what he wrote, in order to develop and improve it. (Taaima, 2004: 190)

#### **There are many styles of writing / writing, and they are:**

1- Literary style / emotion is an important part in it and the percentage of emotional impact varies from one writer to another, and this emotion results in creative imagination, and this style is a sentence, including short and long ones, in which the writer expresses a specific idea.

2- The scientific method / is characterized by the accuracy of expression and clarity of the idea, and it is subject to experimentation and does not

contain imagination as it is in the literary style, because materials such as mathematics and chemistry require facts and figures.

1- The literary scientific method: It is a method that combines the two previous styles, so it is scientific and influential, as its ideas are clear and its expressions are accurate and not devoid of an emotion that raises an imagination for the reader. (Eid, 2011: 14).

#### **The importance of writing:**

1- Writing is one of the linguistic communication skills, it is known that linguistic communication occurs between two parties: the sender and the receiver, and on this basis, linguistic communication is sending and receiving, and each of the sending and receiving skills is his skill, as for the communication skills, they are listening and writing skills. This can determine the role of writing in linguistic communication. When a person is in the sending position, he must be a speaker, or a writer, and when life requires that a person speaks to people who are not united by space or time, his means in that is writing.

2- Writing is a way to record thoughts and feelings, express pains and pleasures, write notes, accidents, and sayings and keep them, or pass them on to others.

3- Writing is a means of preserving the nation's cultural heritage, and transmitting values and customs from one generation to the next. (Attiyah, 2008: 22)

4- Writing is a way to memorize experimental steps and procedures and to benefit from them when needed.

5- Writing is a means of evaluating the contents of the learners' curriculum, and presenting lectures.

6- Writing is a way to write down laws, legislations, instructions and guidelines that organize people's lives.

7- Writing is a means of satisfying the individual's psychological needs, which are his needs to communicate with others, as the human being is social by nature (Abdel Bari, 2010: 35-36).

#### **CONCLUSION:**

Linguistic performance skills are interrelated and complement each other, and there is a relationship between listening and speaking. Some educators emphasized that listening and speaking are two skills that grow and work together mutually, and complement each other. Growth in listening skills is followed by growth in language skills and arts, and with training the child gets proficiency in it, as well as Opportunities for teaching listening are found in all conversation situations in social and

academic life. (Yunus, 1998: 51), and Abdel-Bari (2011: 145) asserts that the technician of speaking and listening combines the audible word and the sound carried on a medium that transmits this sound, which is the air, and the relationship between listening and speaking is reflected in that speaking represents the transmission side, and listening represents the reception side. And the speaker cannot acquire the language except through listening to this language at the beginning. Speaking reflects the daily use language practiced by the speaker in his social environment. Thus speaking and listening are two basic means of communication in the early stages of life, and listening in particular is one of the basic elements in forming perceptual concepts in mental development at this stage. (Ahmad, 1986: 34), and the researcher believes that listening and speaking in the primary stage are two basic skills that predominate in most school activities. Therefore, they should be planned in school programs as two important experiences in the child's life, as listening and speaking are two sides of the same coin, and represent two arts of the language arts. With regard to the relationship of listening to reading, the four complement each other. Some educators believe that listening is a type of reading. Because it is a means to understanding, and to the linguistic connection between the speaker and the listener, so is the same - in that - the matter of reading, which leads to this understanding and this communication, and if the silent reading is a reading by eye, and an open reading is a reading with the eye and the tongue, then listening is reading with the ear, accompanied by mental processes. Which is done in both readings: silent and aloud. (Ibrahim, 1991: 70). Also, neglect of listening and lack of attention to it for some children is one of the reasons for their weakness in reading, and the words that are easier to read are the words that the child has heard and spoken before (Ahmad, 1986: 146). It is the basis for verbal learning in the first years of schooling, and the retarded reading learns more from listening than from reading, as the ability to distinguish auditory is related to reading, if it is high, the progress of the child in reading, and if it is low, this leads to his retardation in reading. (1970: 74), just as listening occurs at all times, so teachers clarify orally the meanings of the words and what the textbook says, and students listen to other students while they read aloud, or they talk about a specific topic in the reading book, explaining its contents, and from this and others. The relationship between listening and reading becomes clear. The researcher affirms that the relationship between listening and reading is a close relationship, as some divided reading in terms of performance into three types, namely: silent reading, aloud reading and listening reading, as they made listening a part of reading

unlike others who made the art of listening an independent skill.

As for the relationship between speaking and reading, Madkour explains (1991: 126) by saying: The relationship between speaking and reading is evident in students' reading more easily the things and topics that they have previously talked about. Accordingly, the topics discussed in the school can be recorded as topics for reading for the same student. During the students' dialogue, and their discussion in the classroom, the teacher gets to know their interests and tendencies, and builds on that for his choice of reading books and their topics. As for Abdul Bari (2011: 145), he highlights the relationship between speaking and reading, confirming that there is a strong relationship between speaking and reading. As a good speaker is a good reader, and reading has a great role in the development of the oral language of the speaker in addition to speaking fluently increases the readiness of the learner to read, and that reading aloud and the process of speaking are oral skills in which the reader and the speaker use many things that are common in common, such as : Stress, vocal intonation, and represents the meaning when reading aloud or when speaking, speaking in units of a fully meaningful idea, and using expressive physical signals in the speaking process. The researcher emphasizes the extent of complementarity between speaking and reading as sending and receiving skills that develop communication and communication skills between the recipient or the student and the owner of the educational message or the sender. Through the development of the pupil's speaking and healthy language, a clear functional reading is achieved.

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