Abstract:

The aim of this research is to identify the creative teaching skills suitable for practicing the standards of authentic teaching in teaching Arabic language, of (19) teachers, and the current paper used the descriptive and semi-experimental methods: The descriptive approach was used to identify the skills of creative teaching appropriate to practice the authentic teaching standards of teachers of Arabic language in their teaching, which eliminates (6) main skills and (104) sub-skills, and the results of the research showed the effectiveness of the training program in developing creative teaching skills suitable for the practice of the teachers of Arabic language in their teaching to the second grade preparatory students, and a set of recommendations and suggestions were presented in light of the findings of the research.

Keywords:

Teaching Skills Which Suitable with Practicing the Authentic Teaching Standards for Arabic Language Teachers, as well as exploring the effectiveness of the training program in the developing the creative teaching skills appropriate to practice the Authentic teaching standards of teachers of Arabic language in their teaching, of (19) teachers, and the current paper used the descriptive and semi-experimental methods: The descriptive approach was used; to identify the skills of creative teaching appropriate to practice the standards of Authentic teaching, the semi-experimental method was used to stand on The effectivenoness of the training program. The research found a list of creative teaching skills suitable for the practice of the Authentic teaching standards of the teachers of Arabic language in their teaching, which eliminates (6) main skills and (104) sub-skills, and the results of the research showed the effectiveness of the training program in developing creative teaching skills appropriate to practice standards Teaching the Authentic teachers of the Arabic language in their teaching to the second grade preparatory students, and a set of recommendations and suggestions were presented in the light of the findings of the research. ISSN: 2585-6081

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