THE UNDERSTANDING OF THE ARABIC LANGUAGE COMPETENCE
OF ISRAELI SECONDARY SCHOOL STUDENTS

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Contemporary definitions of competence are based on more than one criterion: skill, knowledge, and ability. However, there was some overlap between the various definitions, which necessitated a need for more clarity over the distinction between them. Although there is some ambiguity or a lack in the descriptions, shared higher criteria in the definitions, there is an ongoing argument over whether competence is a verb or a reaction. Competence, on the other hand, relates to the kinds of actions that a person ought to be able to carry out.

Pedagogical literature analysis shows that the number of academic works that devoted to problems of the language competence of secondary school children is quite fragmented, and they do not provide a conventional definition. This situation deprives the educational school practice a certain holistic direction. Thus, the purpose of our research is to specify the essence and structure of Israeli secondary school students' language competence in Arabic, based on the body of the existing general knowledge on the phenomenon of competence.

Material and methods. The material for the study is the works by a significant number of researchers (S. Blömeke, J.E. Gustafsson, R.J. Shavelson, T. Hoffmann, J. Jacques, E. Klieme, J. Hartig, E.C. Short, A. Stoof, R.L. Martens, J.J.G. van Merienboer, T.J. Bastiaens, O. Wilhelm, R. Nickolaus, F.E.Weinert, P.D. Ashworth, J. Saxton) who "highlight the ambivalence of the concept of competence, pointing out the fact that many implicit (in word use) and explicit (in theoretical frames of reference) definitions of competence are so heterogeneous that only a small, vague conceptual core remains" [1, p. 2], and sometimes it is "not clear whether a competence is a personal attribute, an act, or an outcome of action".

In the study, the following key research methods have been used: literature analyses and modeling.

Results and their discussion. Although there may be some overlap in the existing definitions of competence, it can be concluded that competence still covers a broader concept, encompassing skills, knowledge, and the ability to apply that competence effectively in different situations. So, competence can be described in other terms depending on the context in which it exists.

Regarding language as a field for competence application, and language competence as such, it is vital to look at the work of psycholinguistic researcher N. Chomsky, who considered linguistics a subfield of cognitive psychology. Knowledge of language is essential to competence, specifically, an implicit understanding of the structural characteristics shared by all a language's sentence. Although, before Chomsky, other scholars, such as R. Lado and J. B. Carroll, sought to describe the command of language by merely putting competence components; they believed it to be grammar, vocabulary, phonemes, and writing; nevertheless, they did not deal with the skills in defining it. After them, linguists B. Malinowski and R. Firth began to integrate language with its social and psychological surroundings. They named this the context of the linguistic situation. Finally, N. Chomsky identified two categories of linguistic ability: speech and competence [3].

H.L. Nostrand, one of the researchers who examined the texts-cultural authenticity, concluded that language competence is an efficient language communication that transforms verbal messages into connections [4]. It is also an oral and written communication skill about common knowledge. It relates to the fluency of achievement, which is part of the mental tool that exists in the human mind and utilizes it to generate and interpret language. Additionally, it is a capacity to communicate common knowledge orally and in writing. N. Chomsky thinks that the distinction between performance and knowledge of language is made because knowledge of language is mental rather than unconscious [3].

E.D. Bozovich says that "language competence should be considered as a psychological system, which includes two main components: data on speech experience accumulated by the child in the processes of communication and activity; and language knowledge learned through specially organized school learning" [5, p. 34]. She highlights that, "according to the observations of teachers, methodologists, psychologists, the speech of many adolescents is more primitive than the speech of younger schoolchildren. There is reason to think that one of the factors hindering the development of language competence at the syntax level is the gradually deepening gap between the content of speech experience, insufficiently reflexed by schoolchildren, and the assimilated knowledge about the language" [5, p. 38].

A.V. Hutorskoy points out that language competence includes knowledge of the language, the ability to communicate and interact with other people, as well as to participate in collective activities [6].

All the aforementioned definitions refer to the significance of language skills and cognitive capacities that regulate language usage since these factors interact in the underlying language. Therefore, the issue that must be asked now is what exactly the elements that make up the language competence are?

Linguists have taken an interest in studying the components of the competence related to language and have attempted to discover the aspects that influence them. As a result of their efforts, they have developed a list of standard components.

1) Phonetics and phonology. These terms refer to the correct pronunciation of sounds and the comprehension of pronouncing them correctly.

2) Grammar and syntax. It contains grammatical aspects such as the formation and construction of sentences, the order and formation of words, and verbs and their conjugation, creating relationships and meanings of sentences.

3) Morphology. It refers to studying the structure and production of words. In addition to the laws of word construction, such as affixing and composition, there are also the rules of morphology and the formation of words.

4) Vocabulary and lexicon. These refer to the capacity to identify words and their meanings and apply them in various suitable circumstances.

5) Semantics. The study of the meaning of words and phrases, including the ability to explain and understand meaning, includes lexical and syntactic semantics, among other subfields.

6) Pragmatics. It deals with the link between comprehending and grasping hidden meanings and understanding and using language contexts, such as conversational and meta-conversational contexts.

7) Discourse and communication. This term refers to the organization, composition, and formulation of information in a verbal or written text.

Taking into account all the ideas mentioned above, we have developed the *contextual definition of the Arabic language competence of secondary school students*, which is a dynamic personal quality of a complex structure which includes two components: 1) applied language experience in Arabic, and 2) theory-based knowledge of the Arabic language, proposed by the school syllabus. The first component is divided into the following elements: (a) proficiency (a certain level) in Arabic as a native language; (b) synthesis of personal empirical observations of the Arabic language functioning, made by the student as a native Arabic speaker, regardless of special knowledge of the language. The second component is also divided into two elements such as: (a) categorical characteristics of the Arabic language units of different levels; (b) techniques or schemes of analysis of various types (phonetic, morphological, syntactic ones) and description of these units.

We have tried to summarize the structure of the language competence in Arabic of secondary school children of grade seven, based on the established aspects of the competence as a model for this. It should be mentioned that Arabic is a native language for a particular fraction of Israeli school students, at the same time living in a bilingual environment, thus we are being based on this fact in the framework of our research.

The components and elements constitute the basis of the Arabic language competence (knowledge of Arabic) and are distributed under four headings: reading, writing, listening, and speaking. Linguistic knowledge added to it is: grammar, morphology, semantics of words, punc-

tuation marks, and dictation (spelling). It is essential to mention that some of these elements fall under more than one category.

Conclusion. Therefore, our research shows that the usage of the term "language compe-tence" has not had a conventional definition in pedagogical discourse for years. Taking language as a field for competence application, it is fair to admit that the language competence as such has not received a conventional understanding, too. What is in common for some studies is that their definitions refer to the significance of language skills and cognitive capacities that regulate lan-guage usage. Having synthesized existing researchers' opinions on that phenomenon, our study has allowed us to define key characteristics of the Arabic language competence of secondary school students as a dynamic personal quality of a complex structure which includes two inter-related components. This understanding provides operational characteristics of the language competence subjected to practical pedagogical impact. The provided structure of the secondary school students' Arabic language competence makes secondary school language education more focused and provides clear benchmarks for the measurement of education outcomes.

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MODEL OF THE DEVELOPMENT OF THE BASIS
OF AESTHETIC TASTE IN PRIMARY SCHOOL STUDENTS THROUGH MUSIC

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One of the important indicators of the formation of personality at the stage of primary school age is the formation of the basis of the aesthetic taste in the child. The analysis of studies conducted in recent years to identify effective ways to develop the aesthetic taste of children in musical classes shows that, despite the enormous theoretical and practical significance of mod-ern methods of musical education, they reflect rather narrow aspects of the problem, mainly re-lated to the development of specific pedagogical means, forms and methods [1; 2; 3].

The purpose of this article is to develop and present a model for the formation of the ba-sis of aesthetic taste in primary schoolchildren as a way that show how pedagogical work can be effectively organized.

Material and methods. In our study, we were based on the provision that the formation of the basis of aesthetic taste in schoolchildren is propaedeutic. Therefore, it is advisable to de-fine aesthetic taste in relation to a primary school child as a dynamic integrative personality phenomenon based on an emotional basis and including the simplest elements of the motiva-tional, emotional, intellectual, and activity spheres of the personality.

Our analysis of numerous works of scientists made it possible to identify the following psychological components in the structure of the aesthetic taste of primary schoolchildren:

a) motivational one, which is a system of dominant needs and motives of aesthetic activity;

b) emotional one, containing a positive attitude of the child to aesthetic, artistic activities, emotional responsiveness to works of art;