The competency-based approach and its impact on the didactics of Arabic grammar in Moroccan primary schools (sixth grade as a model)

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Abstract

This research aims to investigate the reasons behind the adoption of the competency approach in teaching Arabic, particularly the Arabic grammar component, and its impact on enhancing the teaching and learning of Arabic grammar rules among primary school learners in Morocco. It also seeks to assess the development of their linguistic proficiency since its introduction in 2003, alongside the gradual phasing out of the objectives-based approach. The research aims to critically evaluate the competency approach and its contribution to enhancing the linguistic competencies of Arabic language learners. Furthermore, it explores the transition from an approach centered on knowledge acquisition to one centered on the learner, aiming to integrate knowledge functionality into the learner's daily life. The study identifies significant obstacles and challenges faced by Arabic language teachers in implementing this approach in the classroom and proposes strategies to overcome them, thereby facilitating the acquisition of linguistic rules and the

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development of linguistic competence among primary school learners. Utilizing a descriptive analytical approach, the research concludes that while the competency approach has presented challenges and necessitated significant changes in Arabic language curricula, grammar instruction, and teaching practices, these efforts remain somewhat limited and insufficient to achieve linguistic proficiency among primary school learners. This inadequacy is attributed to various factors, including classroom overcrowding, which adversely affects the learning process.

Keywords: Competency-based approach, Arabic grammar, objectives, Arabic language, didactics

* Problematic

Can the competency-based approach facilitate the acquisition of Arabic grammar, and to what extent can it enhance the teaching and learning of Arabic grammar in Moroccan schools compared to the objective-based approach? Additionally, how have teachers implemented this new approach in their Arabic grammar lessons, and what are its limitations in the Moroccan context?

* Methodology and assumptions

The research follows the descriptive analytical approach to describe the adoption of the competency approach in the field and to describe the difficulties faced by teachers during its download. And analyze the strengths and weaknesses in its adoption in the Arabic language curricula, especially the Arabic grammar component, after the Ministry of National Education abandoned the adoption of the approach by objectives by criticizing its outputs on the profitability of primary school learners.

1- How this change will positively or negatively impact the teaching of Arabic grammar in primary school?

2- Is it an adequate decision taken by those in charge or just a formal change since the reform requires a large budget if we want to modernize and renew this education sector?

3-To what extent the teaching of Arabic grammar just requires a paradigm shift to facilitate the acquisition of grammar and linguistic competence?

* Research Objectives

1- This research aims to explain the vagueness of the concept in the teaching of Arabic grammar, and to

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seek the reasons for its failure, in other words, why this new teaching model has not succeeded in achieving its objectives.

2- The second reason that motivates our research is that there seems to be a universal taste for the "communicative approach" and the "action-oriented approach" from the perspective of CBT (the competency-based approach). Could we exploit this universal tendency towards two approaches in the learning of Arabic grammar in Moroccan schools, especially in primary schools.

3- Language teaching which, of course, leads to early learning difficulties that hinder academic success. These difficulties need to be addressed so that a child with learning difficulties can enter the world of knowledge for a happy life based on science and learning.

* Introduction

In order to reduce the unemployment rate, Morocco is thinking of adopting a new approach in Moroccan schools to link them to the job market. However, the application of this approach, known as the competency-based approach, in the field has encountered several problems. Morocco relied sufficiently on this approach by believing that it was the solution that would save schools and develop the quality of teaching and learning in order to meet the socio-economic challenges of the 21st century.

And given that the education sector's budget is small, won't this approach theoretically fall far short of achieving its main objectives on the ground? How, then, can the transition from a paradigm based on the objective-based approach in the teaching of Arabic grammar and the classical transmission of academic knowledge to one centred on the learner and the appropriation of knowledge and its transfer into daily life be ensured?

In reality, working on the development of skills implies an upheaval on the old so-called classical methods and pedagogies. In this context, we want to know and explain the impact of this change on the teaching of Arabic grammar in primary school given the debates between two contradictory poles, one supporting this change at the level of paradigms and educational practices and the other expressing its disagreement with this change of concepts and methods in primary school since this model was

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born in the economic sector and which will only be valid in professional training and not at primary level.

Morocco has the ambition to break with the old school characterized by a set of geographical difficulties, ignorance, and lack of infrastructure. These conditions increase the phenomenon of school dropout, especially among students from disadvantaged families. The aim of the national primary school is to provide all children with equal opportunities and successful integration into society. The health crisis we have experienced has increased inequalities in access to knowledge between students. This is why, for example, the State must guarantee the support of "non-native" pupils who require individual follow-up and according to well-defined criteria because the fact of teaching a foreign language to "non-native" pupils poses a problem of equality and reinforces the fragility of the learner and consequently the increase in the rate of school failure/dropout in our primary schools. In addition, students are not always able to transfer their theoretical knowledge to practice, in this case we are no longer in an acquired skill but only in the raw memorization of knowledge.

* The reasons for adopting the competency approach and abandoning the Objective-Based Approach

After the 2003 reform of the school curriculum, the teaching of the Arabic language in Moroccan primary schools will be based on the competency-based approach, i.e., we will be faced with the usefulness of the knowledge that students need to solve in an intelligent and collective way the problems that arise before them in everyday life. Knowledge needs to be deepened, given the difference between learners' abilities and abilities, etc. From a methodological point of view and before the 2003 reform, when we talk about the didactic triangle, content was the core of any educational relationship, i.e. school activities were centred on knowledge/content, the dominance of rote learning and practices and methods were teacher-centred; He is the one who monopolizes the speech and who makes the experiments and proposes the activities, rarely that he involves his students, which is why the pedagogues denounce the effectiveness of these methods which return to the objective-based approach and seek a new approach that will

change the roles of the sides of the pedagogical triangle. In addition, they have encouraged the spread of the competency-based approach in primary schools, as it is through this approach that the learner will find his or her place at the centre of the teaching/learning operation. During this primary education, the learner receives instruction based on different methods, such as individual or group work with other students. This is where they will learn the habit of carrying out research, deepening their knowledge and self-training, because they will develop research skills and capacities and so on, because teachers are not the only sources of knowledge, but they are the ones who guide and facilitate the appropriation of knowledge. The competence will therefore be put into practice and will aim at the development of the learner's personality as a whole and modernise teachers' educational practices in order to facilitate the acquisition of knowledge and the integration of learners later in the labour market.

In a context governed by openness to other worlds and the right to acquire other languages and other cultures, the theme of the renewal of curricula and school curricula of the Arabic language in the primary cycle in Morocco is emerging. In this context, we want to question the professional and didactic practice/activity of teachers of Arabic grammar? We note that the challenge of Moroccan educational policies is to respond to the socio-economic issues of society rather than to talk about the development of a critical personal mind. We also see a transformation of ideas towards responding to the requirements of the company that is looking for a competent worker (according to its criteria) with a well-defined profile to meet its own needs while forgetting to meet the needs of learners as citizens. The main objective of this work is to make a retrospective concerning the evolution of the methodologies of teaching the Arabic language and more precisely Arabic grammar up to current trends and to question the exploitation of the didactic function of the action-oriented approach and its contributions to enrich/animate a grammar course. We wanted to know how it is applied in Moroccan classrooms? We asked a lot of questions about this approach, "where does it come from?", "how is it applied in Morocco?", "are teachers prepared for the novelty, for the reform?", "And can they accept it?",

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etc. To understand how it is applied in Arabic classes. For us, it is not a question of proposing models to follow, but of understanding proven practices, of questioning current educational practices. The questioning of the Communicative Approach, as expressed by Baily and Cohen (2009), "corresponds to a vision of learning based on the meaning and context of the utterance in a communication situation where Objective-Based Pedagogy prescribes behaviours that the learner must reproduce" (Baily and Cohen, 2009, p.47) has given rise to a new teaching approach called the competency-based approach which applies the pedagogy of the project as a means of concretizing CBT. This new approach is the result of scientific research characterized by the fact that the objectives of teaching are no longer in terms of content to be transferred, but rather of a capacity for action to be achieved by the learner. The teaching of Arabic in Morocco is now based on this new approach, with the aim of bringing considerable improvements to the education system in terms of teaching/learning of diapers, with the aim of correcting and overcoming the shortcomings caused by the old method (the objective-based approach).

This is why the teacher, and thanks to his expertise, wants to transmit knowledge to his students because we develop in activity in order to "convert the environment into a world" and to "Creating the environment to live, these are at least three things at the same time. It is to develop new objects of activity, to develop new recipients of activity and to develop new instruments of activity. (Yves Clot, 2014). That is to say, to leave traces outside oneself in an environment "an imprint". As Yves Clot said, it is in difficulty and at the limits of impersonal resources that we mobilize the interpersonal resources of the profession by comparison between professionals/colleagues. And so "it's a daily experience that everyone had when they entered the profession" (Yves Clot, 2014).

* The notion of competence between acceptance and refusal in the Moroccan educational system

Regarding the notion of competence, being polysemic, we can cite the following definitions: Competence is the "body of knowledge and skills that enable a task or set of tasks to be performed in an appropriate

manner" (Legendre, 1993) Competence is the "set of declarative knowledge, procedural knowledge, and attitudes that are activated during the performance of a given task" (Brine, 1997) "The ability to mobilize and reinvest knowledge, skills and attitudes in order to achieve a given objective in a complex situation" (Meirieu, 2000). Reference may be made to the report of the General Inspectorate of French National Education "Skills booklets: new tools for the assessment of prior learning", report n°2007-048, June 2007 available on the website of the Ministry of National Education, from which we quote an excerpt below: "If finding a common meaning for the notion of competence seems difficult, a few characteristic features emerge from all the researchers' remarks:-

1- A competence is based on the mobilization, integration and networking of a variety of resources: internal resources, specific to the individual, his or her knowledge, abilities, skills, but also external resources that can be mobilized in the individual's environment (other people, documents, computer tools, etc.);

2- This mobilization of resources takes place in a given situation, with the aim of taking action. ("Competency Booklets: New Tools for the Assessment of Prior Learning", 2007) By placing the mobilization and articulation of knowledge and skills at the heart of training, the competency-based approach is particularly well suited to experimental activity in several fields such as physical and chemical sciences, etc. Indeed, in May 1999, the French Parliament voted for the "core of competences" for primary and lower secondary education, and a year later this Parliament voted for the "final competence" acquired at the end of secondary education. But the question that arises here is why this change from the logic of qualification to the logic of "competence"? Why are we moving from a "qualification" to a "skill"? The 1980s presented us with arguments for a new common operator that would flourish in initial vocational training. We were faced with changes, particularly changes in the world of work. We are also seeing changes in the way we work in the industry. We are then faced with a need to organize new concepts to meet needs such as:-
A- Better follow the evolution of forms of work and digital techniques.

B- Recognize the knowledge acquired through professional experience.

We can say that the conditions for the emergence of the notion of "competence" are in the changes in "Taylorist" organization, because it is useless to speak of competence, it is enough to describe the organization of work and the role expected of those who work in it. The expected actions are prescribed with all the necessary details.

Talking about competence is therefore "irrelevant" in this context, as much about the subject or the individual. The nature of work therefore requires us to go beyond the idea that we have a standard training that allows us to identify a set of knowledge and know-how in work organizations. Currently, we have forms of work that are evolved. It is the rise of new technologies that has made certain jobs more in demand. This is due to our socio-cultural context, which has the desire for mobility. This is why a number of researchers encourage the integration of the competency-based approach in the professional sector rather than in school education, because in professional spaces, in our lives, we realize that we learn, that we develop,

that we acquire skills, forms of knowledge that are not recognized in the logic of qualification. It is therefore necessary to ensure the mobility of people to a new activity. This idea of retraining does not recognize the fact that these people do not already have knowledge. Training should no longer be thought of in silos and in a systematic way for people who have already acquired knowledge. The logic of "qualification" does not allow us to analyze this knowledge, but the logic of "competence" does. So, in terms of the cost of training, if we start from the beginning, it's expensive, but if we only provide them with the knowledge that the individual doesn't have, the cost will be lower.The logic of competence "dynamically reconstructs the various elements that constitute it (knowledge, practical know-how, reasoning)" (Parlier, 1994, p. 100) will therefore make it possible to respond to this problem. The idea is to allow students to be completely involved in their training. It is difficult to ignore the role of skills in the field of training given its place in the subject's professional life. In vocational training, the relationship between theory and practice has always been considered and valued with regard to

the mobilisation of specific skills. Research in adult education (Courtois & Pineau, 1991; Kolb, 1984) all insist on the need to consider learning in its dimension of action and specific experience. Boutinet (1998) confirmed that "issues related to adulthood remain partly dependent on the individual's treatment of his or her experience, and partly on the recognition that the social environment attributes to this processed experience" (Boutinet, 1998). This approach is therefore between rejection and acceptance, between those who want to adopt it and who say that it is an approach to be applied and adapted according to the Moroccan school context and others who announce their disagreement since, according to them, it is an approach that will be applied in the vocational education sector instead of adopting it in school education. Because we are no longer able, in our current professional spaces, to think as in the days of Taylorism, but we think in terms of missions. It is the responsibility of the individual to use his or her resources to carry out his or her missions. So, we're going to be more interested in how to carry out missions, rather than bringing skills to an individual and letting them do it.

The logic of qualification tells us that for such a profession, we need to have such types of knowledge.

On the other hand, the logic of competence is concerned with the way in which individuals mobilize what has been explored, but in a work situation, i.e., the management of knowledge in a work situation. Competence, then, is the way to mobilize these types of knowledge in a situation. Because the skills that make up skills cover multiple ingredients: a little knowledge, a lot of know-how and often interpersonal skills. For example, as a teacher, knowing how to manage conflicts is learned during training and can be reused in other situations/fields. To be competent is to have encountered a wide variety of professional situations and in these situations to have adjusted one's activity in such a way that the answer given is relevant / or to have understood that the answer given was not relevant and therefore to know how to readjust this response. This is why the opponents of the CPA say that competence is a key element to achieve those professional activities and especially in the encounter of professional situations that one develops this ability. Throughout our

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professional lives, we will train and become more and more competent, we will develop professionally until the end of our career. Firstly, the pedagogical devices that guide and orient the intervention of trainers and learners are characterized by the discovery of the essential elements and relationships that mark the new proposed knowledge structure, the "understanding approach", through concrete empirical observation that the learner must be able to identify, i.e., the essential characteristics of the new proposed knowledge structure. And secondly, the application and generalization (transfer) of the new knowledge structure to new observations, i.e., the ability to mobilize this new knowledge in different situations in everyday life. We must therefore put the learner at the centre of learning because he is the actor of his learning journey and he is the one who experiments and analyses situations in order to make decisions. The trainer retains his role of accompaniment and encouragement and guides the teaching/learning operation, the training can be followed by the company which prepares the material conditions for experimentation; These favourable learning conditions will catalyze and encourage the learner to build his or her knowledge and know-how in problematic situations, and the trainers will guarantee equal opportunities between learners, either for access to material or for access to knowledge, by creating concrete situations in which learners can transfer the knowledge acquired. All this will guarantee the quality of training and guide the progression of the acquisition of skills and competences through training and integration schemes. Because work is the space in which you learn to do something you didn't know how to do, because the situations you encounter are sources of novelty. So, someone who is competent is one who knows how to deal with a very wide variety of professional situations. This means that in training, one of its objectives is to ensure that individuals are able to learn themselves in work contexts. On the other hand, in primary school, the learner always needs to be accompanied and guided by his or her teacher throughout the school year. So, the competency-based approach in the school environment also has the important goal of reducing inequalities. Indeed, basing oneself on skills that can be specific to each

person and above all that can be developed without extensions makes it possible to limit all kinds of inequalities that can appear and continue to develop in a child's school career. We can think in particular of the chance to access certain schools in higher education, but also, once again, of the self-confidence that the student will develop. So, the role of the school is to build a cultured adult and not an employed adult. However, there can be many criticisms of this competency-based model of education in Morocco. Indeed, through many individual but common experiences: a lot of learning is done only with the aim of obtaining a "good grade" and not with the aim of learning for one's own interest. Thus, this model can be widely criticized by the way in which students are assessed and grades that are not, in particular, representative of a person, Rogers specifies "a small number of criteria often lead to a more accurate grade" (Rogers, X., 2000) this criterion encourages the effort of correction and respects the differences between learners by relying on the success criteria and the marking grids instead of overloading the students with unnecessary homework and assessments. For Rogers, meaning is

constructed in a situation "in which the student is an actor." This reform is made with the aim of not orienting children towards a grade, but towards learning content and above all self-esteem. Indeed, as we have noted before, grades represent the student in our school system, which leads to cheating in schools. A student will prefer to have a good grade without having retained anything than to retain some knowledge to have a grade that truly represents the extent of his work. The competency-based approach in the school environment therefore translates into two main objectives: to make students want to learn for their personal culture and not to get good grades, and to increase their self-confidence. The teacher's attitude towards the knowledge taught plays a crucial role, "a dogmatic attitude", because in order for a learner to be engaged and able to distance himself or herself from the knowledge taught, it requires that the teacher adopt and communicate a critical attitude towards the knowledge taught, i.e., the trainer must encourage and create meaningful situations that give learners the opportunity to confront different points of communication. view of a lived and concrete reality that makes sense for

him in order to draw lessons from this confrontation. This implies the priority of reality and the centralization of the learner's place in the learning process. We can also add that the implementation of the competency-based approach within universities has made it possible to imagine new practices. This implementation has certain limitations and is the subject of much criticism. Some believe that the competency model put forward is not necessarily up to the challenge, particularly in view of the risk of maintaining the divide between academic knowledge and professional practices. It's true that school curricula are about skills.

The skills in question are often those expected as a priority to enable integration into the world of work. So, the first problem that can be raised is that the school no longer tends to train a citizen and especially an accomplished individual in all its forms (cultural, emotional, social) but rather a future employee. Meirieu, in this regard, said that "educating and teaching children so that they can take part in democratic life" (Meirieu, 2004: 21). That is to say, the pupil needs a critical education that will meet his needs, instead of responding to the

economic challenges of companies, in other words instead of preparing learners for the life of citizenship, we prepare them for economic life because, according to Meirieu, "The founding mission of the school is to transmit to the younger generations the means to ensure, at the same time, their future and the future of the world" (Meirieu, 2004: 29). As far as social achievements are concerned, such as living together, sharing and everything that allows the individual to make and create his or her place in a group, all this is not part of the teachings that appear on the curriculum, we like to believe that it is done implicitly. But in any case, these skills are not theoretically assessable like the rest of the courses. There is a dual origin in CPA, economic and social. But goal-based pedagogy, defined in terms of "observable behaviors to be achieved," limits the analysis of learning to measurable performance.

* The adoption of the competency approach and its impact on teaching and learning Arabic grammar in the Moroccan school (sixth grade as a model)

The work that we propose to develop is based on a questioning of the didactic and pedagogical practices

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implemented in the context of the teaching/learning reform and more precisely the implications in the context of the learning of Arabic as an official language in Morocco.We are talking about a reform based on the competency-based approach that was implemented in the primary cycle at the start of the 2003/2004 school year. It is currently being adopted by the Moroccan Ministry of National Education because, in its view, it has certain advantages over the methodologies that the system has known since independence (in particular the objective-based approach). The issues at stake would certainly merit further research.

In Morocco, this choice imposes a certain way of doing things and a certain terminology, namely in the context of teaching/learning Arabic grammar. Firstly, whether vocational training should prepare the learner to secure his or her professional future in an ever-developing world. This foundation implies that the school curriculum must be developed on the basis of the skills (current and future) demanded by the labour market. Secondly, the curriculum in primary school should contribute to the personal development of the learner in

order to prepare him or her for working life later on.This is why a whole change at the level of the programmes will take place in order to concretise the characteristics of the programmes developed according to the competency-based approach, because the old design of programmes is made according to a global and classic approach based on operational objectives, i.e. a programme that includes a strategy, a content, resources (human and material), and planning, etc. The main objective is the coherence, relevance and applicability of this new approach (PCA).

* Hats and challenges of adopting the competency approach in teaching Arabic grammar at the primary school

Our research work takes place in the primary cycle of public education in Morocco, where it appears that the implementation of this new approach seems to present enormous difficulties to teachers. So, the question that seems very relevant to us is the following: what are the difficulties encountered by teachers regarding the teaching of Arabic grammar and in the implementation of this new approach (CBA) in the school education sector?

The application of the competency-based approach then requires the identification of new practices, a new organization as well as a very appropriate training in the school environment where the teacher is no longer the holder of knowledge, on the other hand, he pushes the student and eventually leads him to the construction of his own knowledge by playing only the role of guide, facilitator and counsellor. So, with this approach, the learner becomes active in the acquisition of language structures and the first constructor of his grammar rules. We are therefore faced with a program defined by competencies: the key to entry into a program is competence. The legislator has identified two levels of competence:-

1- Transversal skills, i.e., soft skills, to be mobilized in many contexts, extra-curricular and school. They constitute the set of attitudes, mental approaches and methodological approaches common to the different disciplines, to be acquired and implemented during the development of the various knowledge, know-how and interpersonal skills. Their mastery aims to develop a certain learning autonomy in students. ("Transversal", "Key", "Non-Technical" Skills, 2008)

2- Specific skills: these skills are based on the same model as transversal skills. Disciplinary competences are the elements that make up training programmes, they are specific to specific fields, which aim at the appropriation of the particular content of one or more disciplines, such as the field of languages, science, technology, etc. The acquisition of disciplinary competence is therefore carried out in specific contexts and through the performance of particular tasks, which are more pragmatic, more functional, allowing the exercise of tasks and activities related to the "future" profession with the aim of going beyond an old approach called the objective-based approach where the programme was formulated to achieve very specific objectives (the "Transversal" skills, "Keys", "Non-Technical", 2008). The objective is the point at which it will be considered that the designated competence can be expressed. The program is divided into modules: the program is divided into complete and autonomous training units and each unit leads to the development of a skill.

Does the reform of the Moroccan education system, as reflected in the curricula developed for

its implementation, really lead to a change or at least a renewal of pedagogical practices? What didactic strategies and resources have been implemented to bring about and support this change? How has this change been apprehended by those involved in pedagogy? Is there really a break with previous practices?

* Solutions to facilitate the application of the competency-based approach in the teaching of Arabic grammar in primary school

If we therefore consider that any reform constitutes a break with previous methods and practices, and aims at a qualitative improvement of the education system in place, it seems obvious that the implementation of the Arabic grammar programs resulting from the reform requires a revision of the lessons proposed or even an upheaval in the habitus of the actors of this reform. and first and foremost, those responsible for its implementation in the field. Because we are faced with new curricula, new behaviors and new classroom educational practices that go with this new teaching paradigm. Meirieu and Develay move forward with this framework: "We hope that teachers and trainers, whatever the current in

which they are situated, will always proceed from contextualized situations, seek to analyze these situations with their students, then to discover their structure and appropriate the tool that allows them to deal with them, before inviting students to look for new situations where they can use again the tool they master now" (Philippe Meirieu and Michel. Develay, p. 117).

Teachers are then faced with a new methodology to put into practice/in the classroom. What relationship, then, can be established between the theoretical bases that underpin the guidelines contained in the reform and the innovative practices that the programmes resulting from this reform aim to promote? We also recall that the action-oriented approach of the 90s, which requires the realization of tasks using linguistic, social and know-how skills, in parallel with the decline of the communicative approach of the 80s, is still present in the current Moroccan program. For this reason, language didactics in general is evolving towards an alternative that is more adapted to the learner's need for communicative skills, i.e., an action-oriented approach. This challenges the notion of a "simulation situation",

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where learners only project themselves into real, pre-constructed roles. Therefore, he suggested focusing on the concept of "project". This approach (APC) is an extension of some previous approaches. According to Évelyne Rozen and Claus Reinhardt, it is based on three pedagogical methods: communication methods, competency-based methods, and task-based and situation-based methods. When we started from action-based approaches, we retained a number of concepts borrowed from these approaches, such as tasks, skills, actions, and we considered that speech acts were not part of simulations and abstract activities, but in the form of tasks. Beginner learners can perform perfectly in social and everyday contexts, as "language learning should be seen as preparation for an active use of language to communicate" (Rosen Evelyne and Reinhardt Claus, 2010:27). Moreover, an action-oriented approach also treats the learner as a social actor in constant evolution by carrying out social actions and tasks. This is why we recommend considering language courses as an "authentic society in its own right" according to Christian Puren and also in the case of the Arabic language.

(Common European Framework of Reference for Languages, 2005).

According to Philippe Meirieu, didactics is made up of "all the processes, methods and techniques that aim at the teaching of specific knowledge" (MEIRIEU, P., 1996). So, didactics concern "the art or manner of teaching the notions specific to each discipline, and even certain difficulties specific to a field within a discipline". (CORNU, L. and VERGNIOUX, A. 2000: 10) The new pedagogies encourage us to put the learner at the centre of the teaching/learning system, which is a real revolution in the new school curricula in order to meet the different needs of the student and to respect his or her learning rythm. Prior to the 2003 reform, the teacher was at the centre of the teaching/learning process. But since 2003, teachers have had to adapt to their students' abilities. He will adjust his teaching according to the needs of the students. So, teachers will adapt their teaching based on this perception. To better teach and transmit knowledge to students, we have found a new approach. More specifically, it is the competency-based approach, which aims to facilitate learning, which "can be seen as an active and constructive process

through which the learner strategically manipulates the available cognitive resources in order to create new knowledge by extracting information from the environment and integrating it into its information structure already present in memory" (Kozman, R.B., 1991). And to develop the effectiveness of teaching, which can be interpreted as providing opportunities and conditions where students can learn autonomously and effectively through interaction with each other, as we are talking about relational activities. The goal may be knowledge acquisition, deepening understanding and developing skills and "problem solving" or "changing perceptions, attitudes, values and behaviours" (G. Brown, & M. Atkins, 1988). We can cite the study by Aissa Hamdouchi, Ilham Errougui and Bouchra Boulaassass entitled: Teaching in Morocco, from the objective-based approach to the competency-based approach: teachers' points of view: The objective of this study is to discuss teachers' perceptions of the conditions for the implementation of the 2000 school reform, using a competency-based approach rather than a single objective-based approach. A total of 237 teachers working in four regional education and training institutes in the Kingdom were interviewed using a questionnaire. Most respondents indicated that the Inspectorate did not consult them during the planning and development of the above-mentioned reforms. It also did not provide them with ongoing training on implementation. In addition, the reforms have not been accompanied by major changes in the level of equipment needed. Based on these results, it is recommended that ministries engage not only teachers, but all pedagogical partners in order to initiate sustainable reforms as required by the National Charter for Education and Training. (Hamouchi, A., Errougui, I, and Boulaassass, B., 2012).

The teacher must therefore possess skills to teach, and in his or her work, he or she must possess knowledge and be able to extract the essence of what needs to be taught. Because it is these actors who hold us accountable to the world because they allow us to discover the diversity and complexity of the world as a whole. Historically, we have referred to it as the "competency-based approach". When we talk about the competency-based approach, we are talking about a

new pedagogical reform that has emerged in the world of economics and business. It began to develop around the world and specifically in Quebec, Switzerland, Belgium and quickly in France. In July 1997, it was the "decree of missions" that initiated this reform. However, its goal was to provide all students with knowledge and facilitate the acquisition of skills that will be useful to them in their daily lives. The competency-based approach is formally linked to two objectives: it aims to develop "skills" and to "use them very effectively" in the service of daily life.

* The dual role of the teacher of arabic language in the competency-based approach

The Arabic language teacher often seems torn between the right learning method to adopt and the Ministry of Education's demand for efficiency. Therefore, teachers must look for the pedagogies that are most beneficial to the student. An idea that comes up constantly throughout the centuries is to let the student learn by himself, the teacher must be a facilitator, he is there to give tools and not to dictate a truth.But, in practice, it is a very time-consuming pedagogy, it would not meet the demand for efficiency in the time allotted, or it would be necessary to sacrifice certain teachings to favor others, which would disturb the students in their learning. This is why the adoption of CBL in schools could promote the diversification of pedagogical forms. This is because the choices made to analyse competences or determine teaching methods within educational institutions are rarely based on theoretical models. We can also add the problem of how to conduct the evaluations and how to achieve the success criteria in the field/classroom. For very practical reasons, students validate their competence through an assessment based on the demonstration of knowledge and the restitution of knowledge rather than on the use of the knowledge itself in problem situations. The results can therefore be irrelevant. According to Rogers (2003), we need to present learners with situations in order to assess their skills, and these situations need to meet three criteria:-

1- "Correspond to the competency to be assessed;

2- Be meaningful to the student, i.e., make him want to get to work;

3- Convey positive values. (Rogers, 2003:112).

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The desire to validate the competencies of a pre-established list may lead to a focus on the means of passing the theoretical assessment rather than actually acquiring the skills. Because if we go back to the professional sector, there is another way of looking at the skills assessment by focusing more on the process of personal and professional development. The person himself will evaluate his strengths and limitations. This is a real "achievement file" and no longer a list of skills to be developed to respond to any situation. Conceiving competence as before, it is clear that competence can in no way be separated from the activity that it necessarily implies, so the professional sector will be the most suitable environment for the application of the CPA.

How can we then find the right position between the students' expectations and the skills developed since the learners expect the training to provide "magical" help? What new trade-offs does pupils' education have to make between social control and its principles and values? We believe that, if policymakers want to win the battle against ignorance and illiteracy in education and training spaces in order to guarantee the renewal and quality of

teaching in this sector, they must have the opinion of researchers with them and take into consideration the changes and limitations of these systems in order to guarantee the sustainability of their decisions and put in place mechanisms that can irradiate education. training without distorting it. This is why they must maintain an exemplary attitude and respect certain constraints, for example, limit political decisions to the central level, and take into account local specificities and encourage the transmission of educational values rather than facilitate the dissemination of economic/capitalist values.

* Solutions for the implementation of the competency-based approach in primary school in Morocco

Today, school aims to develop skills and especially so-called critical skills, which are defined as "the skills acquired by an individual during his or her experience, and which make him or her irreplaceable in certain tasks" (VERGNAUD G., 1998), because content is no longer considered as an end in itself, but as a resource through which learners must develop their skills appropriately. This development has challenged traditional models of teaching, which means that there have

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been changes not only in the choice of learning objectives and content, but also in the way teaching/learning situations are designed and put into practice in situations. The role of the teacher is no longer to transmit content, but to design and manage learning sequences and create motivating situations, while facilitating the mobilization of learners' knowledge and giving meaning to solve complex and diverse situations. To address this and make learners more motivated and active in their learning, teachers propose to first conduct in-depth research to identify a teaching method that will meet and respect the needs of all learners, then assess their achievements and knowledge, then develop an activity plan that targets the learners' strengths. That is to say, to show learners the usefulness of learning the grammar of the Arabic language if one wants to master this language.

Added to this is the change in the content of the programmes in order to meet the real needs of the learners they encounter in their daily lives and to create situations where they will be actors. Not to mention, of course, to use other more motivating media such as IT tools to engage learners and motivate them and not bore them. This is why Xavier Rogers encourages the integration of skills in the school sector, because according to him, skills encourage the integration of what has been learned in daily life through what he calls the pedagogy of integration, which "tries to combat the lack of efficiency of education systems" (ROGER, X., 2000) and which "certifies the student's achievements in terms of solving concrete situations".

* Results

1- After following the process and analysis of this problematic, we can say that despite the adoption of the competency-based approach. The latter cannot solve all the problems faced by teachers or encountered by the learner, which means that this approach is no longer a problem or an adequate solution for Moroccan education, as the competency-based approach is not the only approach used in Arabic lessons, but other approaches are present. Pedagogical reflection on learning situations and assessment methods is essential if reforms choose to favour competency-based approaches, and it is in this spirit that this question has been conceived.

2- The adoption of a competency-based approach after 2003 in the

Moroccan education system aims to improve the quality of teaching and expose learners to their skills in order to participate in the construction of their own knowledge. After 20 years of adopting this approach, we consider it useful to carry out this work to verify the applicability of this last method and to highlight the difficulties encountered during its application. Therefore, a competency-based approach implies a shift in teaching philosophy from the dissemination of content in the form of lectures and the application of repeated exercises to the development of learning activities that encourage students to acquire appropriate knowledge and a range of practices through the use of discovery processes and strategies for learning and knowledge.

3- Similarly, Morocco has sought to improve education through comprehensive reforms aimed at overcoming existing problems, adapting education to the needs of today's realities and developing a competency-based approach by placing learners at the centre of educational action to develop human capital. However, the results show that Morocco's education and training system remains beyond expectations.

Teachers also face many difficulties in applying the latter approach, they find it often ineffective, so they sometimes find themselves having to implement other pedagogical methods to achieve their goals.

4- Indeed, the objective of this reform is difficult to achieve in practice, it does not really deliver the expected results despite the human and material resources devoted to it. On this basis, the adoption of the competency-based approach in Morocco should not only be adopted at the formal level, but at the practical level in schools. And since the budget allocated to the education sector does not meet the real needs of schools, the implementation of this approach will in theory remain far from achieving its major objectives on the ground. Among the issues that have arisen during the recent events surrounding this latest reform is the quality of apprenticeships. An evaluation of the 19 years since the reform shows that this approach remains marginal in the classroom. Several reasons have been mentioned: the lack of a clear strategic vision on the part of the Ministry of Education, the competency-based approach was not really applied by teachers, and the overload of school curricula.

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We can say that the competency-based approach seems to be becoming a global phenomenon. The new formulas for access to training and the relationship to knowledge must be reworked and evaluated in order to meet the challenges of learners and at the same time the demands of the company. It is true that skills-based entry shakes up traditional forms of knowledge transmission and implies a questioning of practices (organizational and pedagogical).

5- The competency-based approach is gaining momentum in training, regardless of resistance, as a principle of support for adults. Even our university educational realities are affected by this wave of competency-based approach as a new paradigm/vector for the analysis of social relations and situations in adult education. The place of work situations in training has become central and essential in the construction of knowledge. This is the key element of any vocational training. This trend pushes us to ask the question of the articulation between training and work, between theory and practice and between diploma and experience. For adult education, doesn't the notion of competence detract from the role of transmitting knowledge?

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