**The development of innovative thinking in Arabic language education: practical models of a language text**

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In today’s world, Arabic language instruction faces many problems arising from a number of factors. Chief among these are the duality between the standard and the spoken language (diglossia), linguistic dualities and internationalization. In addition to these, pedagogical educational factors play a role—chief among them the failure to incorporate new developments in methods and strategies into its teaching, neglecting to develop high-level thinking skills, and the failure on the teacher’s part to link Arabic language instruction with the development of linguistic innovation.

All of this has led to a decline in the level of linguistic achievement in the Arabic community in Israel, since the results of local examinations (as examinations are measurements of effectiveness and development – Mitsaf) and international examinations (PISA & Pirls) indicate a tangible weakening among Arab students of the Arabic language at all educational stages (Israel National authority for measurement and assessment in education, 2016)

In light of developments in information technology, which represents a revolutionary achievement in scientific and technical progress, traditional methods are no longer adequate to achieve the desired outcomes from Arabic language education. Now, more than ever, there is a pressing need for research into alternatives and the creation of modern methods that exploit developments in technology and emphasize the positive role of the pupil in the process of teaching and learning, in such a way that he is interactive rather than a passive recipient, and which play a part in developing his thinking and in facilitating the teaching of the language.

This paper seeks to put forward an alternative for Arabic language instruction that harmoniously coheres with cognitive and technological developments and achieves linguistic, lexical, philosophical and computer-related enlightenment, through offering a practical model of a linguistic text, the teaching of which depends on exploiting educational technology and focuses on principles of theories of creativity and innovation and the theory of “meaningful learning” with a view to making the educational process more effective and dynamic, which helps to achieve the best quality output built on modern, innovative input.

The model’s focus will be on exploratory divergent thinking and integral convergent thinking. Likewise, it takes into account the two types of thinking: (conventional/stereotypical) convergent and the divergent.