

Abstract:

This study deals with one of the most important topics that are currently on the educational field, mostly, self-learning. This topic is considered as one of the important topics which carries the attention and the focus of many scholars and researchers in various fields as the path leading to the development and formation of efficient human tires, in order to adapt with the contemporary life with its complexities and changes, And to embrace the flow of knowledge flowing from it and to benefit from it in the conduct of life. Through our research, we aimed to reveal its effect on the linguistic achievement of the first and fifth grade pupils in primary education and to investigate and challenge The mechanisms and factors that control the activation of the various linguistic activities within the educational environment so that we can come up with a comprehensive picture of it and how to use it or benefit from it in the teaching of the Arabic language at this level.

We chose to our study the following title: self-learning in the Algerian primary school and its impact on the linguistic achievement of the learners, and we relied in our study on the descriptive approach including the testing of its hypotheses and presenting its results in both types descriptive statistical method. We also dealt with its components with a number of important tools, After examining and defining the scientific and cognitive frameworks and choices adopted by the educational system in order to serve the educated individual and the course of his / her learning in primary education, we did a practical study within the first and the fifth grades(237 learners), we followed their learning which reflect the mechanisms of self-learning and their relation to their linguistic achievement, by using a specific sampling system and the items we

extracted from studies and models. A precedent for self-learning, we have extracted from another side the level of teacher support for self-learning among the same sample of learners to determine the effect of the latter on the obtained results. The study reached a number of important results, In addition to the emergence of statistical differences in the significance of the results during the hypothesis test as a result of the influence of a number of factors related to the learners as the level of growth, maturity and experience, some of them external factors such as the nature of the language activity practiced and the nature of the environment incubating the process of education And learning, as well as the effects of the general environment surrounding, and the study revealed the significant impact of the teacher in the final obtained results.

We concluded within a number of suggestions and recommendations for the benefit of researchers and interested in teaching the Arabic language in our country and in order to provide what is promoted in various educational stages, especially primary schools.

Keywords: self-learning, language achievement, primary education, individual learner, Arabic language teaching, learning theories, competency-based approach, communicative approach, directing knowledge approach, learning strategies