



Regular Article

Teaching the intonation and recitation courses by interactive applications to students of Imam Abdul Rahman Bin Faisal University during the Corona pandemic

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Abstract:

The current study aimed to reveal the teaching of intonation and Tajweed courses by some interactive applications for the students of Imam Abdul Rahman bin Al-Faisal University (IAU) during Corona pandemic.

The study used descriptive approach, consisted of (210) female students, and they were selected by random sampling, and the questionnaires were distributed to the sample members in two stages (paper-electronic). The use of (permanent) with an arithmetic mean (4.29), and the theme as a whole related to the purpose of using interactive applications came with the degree of use (always) and with an arithmetic average (4.55), and the theme as a whole related to the problems and challenges facing the use of interactive applications came with the degree of use (always) and with an arithmetic average. (2.70), and the theme as a whole related to ways of activating and developing the use of interactive applications in supporting and supporting intonation and Tajweed decisions, with the degree of use (mostly) and with an arithmetic average (4.06),

The results also demonstrated that there were no statistically significant differences at the level of significance (0.05) between the average responses of the study members about the use of interactive applications in teaching intonation and Tajweed courses from the female students' point of view attributed to the study group. By teaching standardized Tajweed courses to Saudi universities, emphasizing holding seminars and workshops, and issuing introductory brochures targeting all university staff, including students, administrators and faculty members, to learn about

the importance of interactive applications.

key words:

E- Platforms - Qur'an Sciences - Sharia sciences - Imam Abdurrahman Al-Faisal University (IAU)- Corona pandemic.

Introduction:

[Al-Kahf:1] The Almighty sent it down as light, illumination, and healing, through which God opened for us blind eyes, deaf ears, and uncircumcised hearts. Al-Mateen, and it is a powerful argument and an eternal miracle, God has accepted it for this nation as a constitution and a method, and it is the miraculous word of God Almighty, revealed to the heart of our Prophet Muhammad, may God's prayers and peace be upon him, who worshiped his recitation, written between the covers, transmitted to us by frequency, challenged by the shortest surah of it, which God commanded his Prophet - may God's prayers and peace be upon him. Peace be upon him - by reciting it, and the Almighty said: [Al-Muzzammil: 4], and praising those who recite it by saying: [Fatir: 29]. Among the favors of God Almighty upon this nation is that He singled out a group of the Companions - may God be pleased with him - to memorize the Qur'an by heart on the authority of the Prophet, may God bless him and grant him peace, and the like of them from the followers, may God be pleased with them.

To us, the Noble Qur'an is clear in letters, precise in words, precise in words, perfect in verses, preserved in narrations, with definite faces, preserved from distortion and correction, as they search and strive to direct the Qur'anic words, explaining their ills, their syntactic position, their linguistic meaning, and the legal and jurisprudential rulings they deal with. And a statement of the relationship of the Noble Qur'an with other sciences, such as interpretation, grammar, morphology, and phonetics, so they deserve the words of God Almighty: [Fatir: 29]. And the path to the correct reading and teaching of the Holy Qur'an is only by receiving and oral from the mouths of the glorious; It is the basis that avoids the learner from falling into errors of recitation, unlike merely looking at the Qur'an, no matter how accurate and precise the reader is. The reader who does not learn the rulings of recitation by word of mouth and receiving from the sheikhs who master the recitation from slipping and making mistakes, has alerted the imams of reading and the scholars of practical intonation.

On that a lot, Sheikh Al-Husari (may God have mercy on him) says: "And what should be noted is that practical intonation cannot be taken from the Mushaf no matter how accurate and proficient it is, nor can it be learned from books no matter how much they are of clarification and clarification, and hearing, and taking from the strongest of skilled sheikhs who are proficient in words of Qur'an, the arbitrators for its performance, the controls for its letters and words; Because among the Qur'anic rulings are those that are not governed except by oral and taqweef, and are not regulated except by hearing and indoctrination, and are not found except by taking from the mouths of those who know" (Al- Husri, 2007, 31).

The vocal performance in the Holy Qur'an represents an important aspect of the language, and a basis for speech, and attracts the listener and the reader with their auditory and visual senses. Preserving the language for its splendor in the ears, its charming reality in the temperament, enlightening the hearts with it so that they understand what we hear, revealing the facts of the Holy Qur'an, the sweetness of its systems, interacting with the Qur'anic text, being influenced by its

rhetoric, knowing its methods, and making the Holy Qur'an descend to the place of need from the heart of the reader, the listener and his conscience. And the medicine descends on the home of the disease (Ibn Khalawayh, 2006, 112).

Reciting the Qur'an with quality, correct, correct, and error-free reading is an individual obligation on every Muslim, male or female, so that the reciter does not sin or is held accountable for it. And this matter in the case of Surat Al-Fatihah is more obligatory, because prayer is not valid unless it completes its pillars, and reading Surat Al-Fatihah is one of these pillars. Hence, every Muslim, male and female, must be very careful when reading Al-Fatihah. And make sure that its letters are set and that every letter of Al-Fatihah comes out from its correct way, and gives it its characteristic, right and deserved, so that there is not the slightest defect, addition, omission, correction, distortion or change that may lead to mixing the letters with each other. And to fulfill its characteristics and movements, and to perform its rulings, such as singing, stressing, joining, opening, breaking, calming (and tilting according to non-Hafs), extending, shortening, exaggerating, thinning, quivering, depth ongoing, pronouncing and so on, whether that is in secret prayer or in prayer aloud.

Attention should also be paid to not adding or dropping a letter from the Holy Qur'an, "Whoever omitted (or added) a letter from Al-Fatihah (deliberately) his reading is not correct and his prayer is not valid" (Basha'ib, 1424 AH, 81). Hence the importance of the science of intonation, and the vocal communication of the Holy Qur'an with a good performance in which it adheres to the rules of intonation, and the various methods of vocal embroidering are taken, including accent, augmentation, extension, shortening, diphthong, singing, thinning, exaggeration, and so on. Which greatly affects those who are aware of the Quranic reading and those who are not aware of it. This is because intonation is the ornament of the recitation, the adornment of the reading, and its perfection by giving the letters their due rights, arranging them, returning the letter to its source and its origin, appending it to its counterpart, correcting its pronunciation, softening the pronunciation in the state of its form, and perfecting its form without extravagance, excess, or affectation (Tantawi, 2007 citing Ibn Al-Jazari, 2001, 52). Also, recitation and the rules of intonation are among the materials that have received a fair share of attention in the educational technology for teaching it. There is no doubt that this technology has contributed greatly to facilitating memorizing the Noble Qur'an, learning to recite it, interpreting and improving it.

It would provide an effective educational climate, which helps to arouse the interest of students, motivate them, and confront their individual differences, in an effective manner, which represents a qualitative leap in the theme of teaching the course of recitation and the rules of intonation, and perhaps the most important applications of information and communication technology used in teaching the course of recitation and the rules of recitation intonation is: (The computer and its various software, the audio-visual language laboratory, the Holy Qur'an lab, the interactive electronic whiteboard, the Holy Qur'an websites on the Internet, the Noon website for the Holy Qur'an (<http://www.nquran.com/Quran-flex/index.php>)), applications Communication and conversation service, video-based conference, data show, interactive video, E-Book (Mustafa, 2017 AD).

In all themes, and among these countries is the Kingdom of Saudi Arabia (KSA) represented by the Ministry of Education, where university education has been converted to distance education

to confront this pandemic, which is called the emerging corona virus (Covid-19), And to limit the spread of this virus based on the decision of His Excellency the Minister of Education No. 79350 dated 07/13/1441 AH, which stipulates the suspension of studies in schools and public, private and university education institutions and the General Organization for Technical and Vocational Training, governmental and private, starting from Monday 07/14/1441 AH, until further notice with the activation of virtual classes and distance education during the suspension period, and in light of this, several decisions were issued regulating the work mechanism until the end of the academic year 1441 AH, as stated in the guideline for exam arrangements, calendar and semester work for universities during the study suspension period to prevent Corona virus.

Aware by the Government of the KSA that the advancement of the information technology system is a guarantee for the success of comprehensive economic, educational and social development programs, the Council of Ministers approved on 13/1/1439 AH to establish an independent center under the name of the "National Center for E- Learning" and to achieve Vision 2030.

The National Center for E-Learning coordinated the efforts of 9 entities to accelerate digital transformation in e-learning in the Kingdom, include (IAU) (National Center for E-Learning, 1439 AH). With the development of e-learning tools, e-learning applications have emerged as a means to transcend the temporal and spatial boundaries of university halls (Al-Yami, 2013 AD, p. 12). Many of our educational institutions in our current era have tended to use electronic educational applications based on the Internet (Hamid, Hijazi, 2015 AD, p. 215).

What is meant by electronic applications is an “interactive educational environment that employs Web 2 technology and combines the features of electronic content management systems CML with social networks SN” (Al-Sayed, 2015 AD, p. 3) and that: 1-enables teachers to publish lessons and objectives, set assignments, apply educational activities, and communicate with teachers through multiple technologies. 2- also enables teachers to conduct electronic tests, distribute roles, divide students into work groups, and helps exchange ideas and opinions between teachers and students, and share scientific content. 3- helps to achieve high-quality educational outcomes.

Hence, the need to take care of teaching the courses of intonation and recitation for the students of Imam Abdul Rahman bin Al-Faisal University (IAU) through some interactive applications in light of the Corona pandemic, by paying attention to teaching methods and teaching methods derived from the Holy Qur’an, while taking advantage of modern methods and means in education that achieve the goals. What is desired from our Islamic upbringing, and is in line with lofty values and principles, because wisdom is the believer’s lost property, and wherever he finds it, he is the most deserving of it. Especially in our current era, which is characterized by tremendous scientific and technical progress, which has contributed to many changes in various different topics of life, social, cultural, economic and educational.

The Study Problem:

Familiarity with the skills of recitation and intonation alone, without paying attention to the methods of teaching them; It constitutes a major obstacle in realizing the aspirations that the forensic sciences seek to achieve in the students' personalities, if we know that the method of teaching is the link between the student and the curriculum, but rather it is one of the most important basic components in the success of the teaching and learning process (Al- Hadithi, 2000 AD, 5).

Given the importance of interactive applications and what they provide to the learner and the learning process by contributing to raising the academic achievement rate, developing skills and positive attitudes towards the various courses in general, as confirmed by the study of Al-Maqati (2020); Belmoghaddam and Jalti (2020); Al-Burai (2020); And the study of Mtebe (2015), and the study of Hussein(Hussein, 2011).

And in response to the results and recommendations of previous studies and literature, which showed the importance of electronic educational applications and what they provide to the learner and the learning process by contributing to raising the academic achievement rate, developing skills and positive attitudes towards different courses, and the role of electronic educational applications in education, and their great importance in improving, developing and increasing effectiveness in the educational process and its importance in the educational process, and the need to integrate these interactive educational applications with e-learning methods in the educational process.

The use of interactive educational applications achieves the aspirations of the Tenth Development Plan of the KSA Vision (2030 AD) in making education available to all segments of society, harmonizing education outcomes with the requirements of the labor market, and creating an educational environment that encourages research and innovation (Ministry of Economy and Planning, 2015 AD).

Statement of the problem:

- The need to keep pace with this massive rapid technological development in education, especially higher education institutions, has emerged, and based on the recent use of electronic educational applications and their scarcity in the Arab countries in general, and the scarcity of research that dealt with electronic educational applications in many subjects in the KSA in particular.
- The researcher indicates that there is no study of these studies that examined their use in teaching the courses of intonation and recitation - as far as the researcher knows - despite the importance of the sciences of the Noble Qur'an in our Islamic religion.
- And the necessity of keeping pace with the technological development that included most of the academic subjects, despite the availability of the necessary capabilities to use these electronic educational applications in the universities of the KSA, which are working to accelerate the digital transformation in e-learning to achieve of the 2030 AD vision.

In confirmation of the problem of the study, unstructured phone calls and personal interviews were conducted with a number of faculty members of Sharia sciences and female students to explore their opinions about the use of electronic educational applications in the educational

process at the university and the faculty members' possession of the skills to deal with them. activate it, and the reluctance of many forensic science teachers to use and employ the available techniques in teaching their subjects or their inability to do so, An exploratory study was conducted on a number of members of the teaching staff of Sharia sciences, and the researcher conducted research and collected more than (12) platforms and interactive educational applications in Sharia sciences, which included belief, jurisprudence, the Qur'an and its sciences, the science of readings, intonation, interpretation, hadith and its sciences, and other Sharia sciences, and after analyzing these The applications, the researcher found, are mostly owned by individuals and private educational institutions that none of them are affiliated with a government agency or the Ministry of Education.

The Study question:

Hence, the problem of the study was presented in the following main question:

What is the reality of teaching the courses of intonation and recitation by some interactive applications for the students of Imam Abdul Rahman bin Al-Faisal University in light of the Corona pandemic?

And the sub-questions:

1. What is the degree of using interactive applications in teaching the courses of intonation and recitation for the students of (IAU) in light of the Corona pandemic?
2. What is the goal of using interactive applications in teaching the courses of intonation and recitation for the students of (IAU)?
3. What are the problems and challenges facing the use of interactive applications in teaching intonation and recitation for female students of (IAU)?
4. What are the ways to activate and develop the use of interactive applications in supporting the courses of intonation and recitation for the students of (IAU)?

The Study hypotheses:

- There are statistically significant differences between the mean scores of female students in the intonation and recitation courses of female students at (IAU) in light of the Corona pandemic, due to the use of interactive applications.

The study Objectives: The study aims to:

1. identify the degree of using interactive applications in teaching intonation and recitation courses for female students of (IAU) in light of the Corona pandemic.
2. identify the purpose of using interactive applications in teaching the courses of intonation and recitation for the students of (IAU).
3. identify the problems and challenges facing the use of interactive applications in teaching intonation and recitation for female students of (IAU).
4. identify ways to activate and develop the use of interactive applications in supporting the courses of intonation and recitation for female students of (IAU).

The importance of study:

The importance of the current study is as follows:

The theoretical Importance: The current study may serve as a nucleus for future Arab studies concerned with interactive applications in Arab societies.

1. This study is consistent with the vision of the Kingdom of Saudi Arabia (2030 AD), and this study also meets the strategic objectives of the KSA in the digital transformation program (2020 AD).

The: practical Importance:

1. This study may contribute to achieving a deeper knowledge of the reality of the use of interactive applications by members of the Sharia Sciences faculty in teaching the courses of intonation and recitation for female students of (IAU).
2. This study may highlight the level of using interactive applications in teaching the courses of intonation and recitation for female students of (IAU).
3. This study may provide decision makers and those in charge of education with important tools for developing work in interactive e-learning applications in Saudi universities, especially in the teaching of Sharia sciences.
4. This study may draw the attention of researchers to conducting more research or future studies related to interactive applications.

The limits of the study:

This study was limited to addressing the reality of the use of some interactive applications by faculty members in teaching intonation and recitation courses for female students of Imam Abdul Rahman bin Al- Faisal University in light of the Corona pandemic.

□ Time limits: The study was implemented during the second semester of the academic year 1442 AH / 2021 AD.

Spatial boundaries: This study was conducted at the Faculty of Arts, Department of Islamic Studies, (IAU), Dammam, Saudi Arabia.

□ Human Limits: The study was applied to female students of the Department of Islamic Studies at the College of Arts at (IAU).

Terminology of study:**1-Interactive applications:**

Abdel-Naeem (2016 AD) defined interactive applications as: applications that employ Web 2 technology and combine the advantages of electronic content management systems with the features of social networks, as they enable teachers to publish lessons and objectives, set assignments, implement educational activities, and communicate, and it also enables them to conduct Electronic tests, distribution of roles, exchange of ideas and opinions between teachers and students, and sharing scientific content with them, through various technologies, which helps to achieve high-quality educational outcomes.

As defined by Al-Sayed (2016): They are interactive educational applications that help students exchange discussion and information, share content, distribute roles among students, and conduct tests and assignments electronically.

The researcher defines it procedurally as: It is an interactive e-learning environment that

combines interconnected digital tools within a general framework, allowing the implementation and management of the educational process, sharing content, and exchanging experiences and ideas in order to achieve goals more effectively and at a lower cost for intonation and recitation courses.

2- Tajweed and recitation courses: Al-Qaisi defined Tajweed as “reciting the Qur’an by giving each letter its due right from its source, and its necessary description for it, such as whispering, loudness, intensity, softness, and the like: and giving each letter its due of what he wants from the aforementioned qualities, such as making the independent soft, exalting Al-Musta’li, and the like, and returning each letter to its origin without affectation.(Al-Qaisi, 2007, 22).

The courses of intonation and recitation in the current study mean: the courses that aim to master the female students of (IAU), the provisions of intonation and recitation and apply them practically during their recitation of the Holy Qur’an according to the guidance of the origins of the narratives in performance.

Theoretical framework and previous studies:

E-learning methods vary and multiply, the most important of which are interactive applications whose capabilities and synchronous and asynchronous binary and multiple tools can be employed, where interactive applications allow both the teacher and the student to use its tools such as conversations and discussions, for teachers it allows them to create classes, and provide the contents of lessons and their multimedia through a special library with the subject or class, managing discussion pages, sending and receiving assignments, building electronic tests, correcting students' answers, assessing their levels, recording grades automatically in follow-up lists and publishing them to students,

And also scheduling activities, assignments, exams, and important dates on the calendar page, and allowing students to communicate and cooperate with each other or with the teacher in a private and safe environment under the management and supervision of the teacher.

For students, the lesson and learning media are arranged in a way that makes it easy for them to benefit from them, which develops their self-learning and peer-learning skills. and discussions within the platform help students to understand the topics and provide them with the skill of problem-solving and critical thinking,

The concept of interactive applications:

(Abdel-Fattah, 2017, 32) defines it as interactive applications for social communication that allow communication with students, provide them with various tools to view educational content, and allow synchronous and asynchronous interaction with them in an easy and safe way.

(Al-Hammadi, 2017, 27) defines it as interactive social educational applications that provide many electronic tools that allow communication and communication between learners and teachers indifferent countries of the world through the Internet on many topics.

It is also defined (Baihong, & Yu, 2014.219) as sites used to manage online classes through which teachers can organize many discussions easily, and they also help in conducting tests, providing activities, and using effective communication that both teachers and learners need. in order to achieve the objectives of the educational process.

It is clear to the researcher from the previous presentation of the concept of interactive applications that:

- Interactive social networking applications intended for education other than social networks that were previously adapted to suit the educational process.
- Availability of many electronic tools that allow communication and communication between learners and teachers, such as: discussions, and dividing learners into groups and work teams.
- It combines the advantages of electronic content management systems with social networks and enables teachers to publish lessons and set assignments and educational activities. Encouraging students to interact more, develop their scientific and cognitive abilities, and increase their motivation towards learning and collaborative work.

Reasons for the spread of interactive applications:

Each of: (Muhammad, 2015, 26:25; Al-Qadi, 2012, 52; Buzzetto, M, 2012, 65,) explains the reasons for the spread of interactive applications as follows:

The massive revolution in communication technology: it provided the opportunity to communicate with it in a wider way, so that the user can access the sites from anywhere he is, whether in the classroom, home or anywhere.

Interactive applications provide freedom of discussions: these applications provide many forms of discussions, expression of opinion, exchange of information and interaction with others.

Provides an enjoyable environment for learners: Interactive applications enable learners to have fun and benefit from the educational courses available through these interactive applications, as they provide tools for communication and interaction within them, which makes learners more fun and more positive.

It encourages self-learning: where learners can, through interactive applications, self-learning, each learner according to his abilities, experiences, and his own steps, which helps him to learn according to his needs and provides him with the appropriate time for learning.

Increases student engagement in the publication and sharing of educational content: which dramatically changes students' roles; Where the role of the student is based on communication and interaction, cooperative learning and participatory learning, which is provided by interactive applications.

Diversity of content provided through interactive applications: Interactive applications provide many types of courses, including read, audio, and visual, through which many educational elements can be presented in multiple and varied forms, the most important of which are: texts, images, audio, video, and graphics.

This was confirmed by previous studies, such as a study (Durak & et al., 2017), which aimed to identify the impact of interactive social learning applications on student performance and attitudes, which confirmed that one of the most important reasons for the spread of interactive applications is: supporting communication between individuals and forming groups, multimedia exchange and collaboration between learners.

The study of (Denecke, K & Stewart, A, 2011) also confirmed that interactive applications include different types of content available to learners that were produced by teachers, which provides greater opportunities to meet the needs and different learning styles of learners, which was the reason for their spread and use in the educational process.

Interactive app features:

Interactive applications have many characteristics, the most important of which are:

(Muhammad, 2015, 26; Ali, 2013, 87-88; Romina, C. 2008, 2):

Participation of learners in building learning content: through which learners can participate in building educational content, as these interactive applications provide tools that help in that.

Continuous communication: Interactive applications provide many tools for communication and communication between teachers and learners, and between teachers and each other.

- Full control: In displaying educational content through interactive applications, who can view the content, who can comment on posts within interactive applications, who can view discussions, and who can participate in the discussion.

Ease of use: The registration process for interactive applications is free, easy, simple, and available to all at the invitation of the teacher.

- Interactivity: interactive applications provide a kind of interaction between teachers and learners through which continuity and development can be ensured.

Participation: interactive applications allow for participation among learners in the learning process and the performance of various educational activities and tasks, through the formation of participatory and cooperative groups that communicate with each other through the use of various communication and communication tools.

Electronic Dialogue: This is done by providing many forms of electronic dialogue: text, audio, and visual multi-directional dialogue between the learners and the teacher.

From the foregoing, it became clear to the researcher that the most important characteristics of interactive applications are:

Ease of use by teachers and learners, providing interactive learning, and enabling effective participation that helps achieve learning goals.

They are also interactive applications designed for education that take into account all the requirements of the educational process, and address problems found in traditional learning.

They also allow teacher evaluation of learners' work, whether tests or the activities that learners perform during the learning process, and in the end, interactive applications support various files such as: images, audio, video, text, and links, which makes the learning process a variety of sources in its various forms, which makes the educational process more interesting, exciting, and enjoyable.

The importance of interactive applications:

(Abdel-Fattah, 2017, 25-28; Falaj, 2015, 6) explains the importance of interactive applications as:

- Increase student interaction when learning by using interactive applications.
- Developing students' scientific and cognitive abilities through many types of knowledge through interactive applications.
- Increasing students' motivation towards learning and collaborative work between them through the use of communication tools provided by interactive applications.
- Facilitating the role of teachers during the educational process, as it saves them time and effort by providing ready-made templates through which tests and activities can be created and added, and answers to them can be set and corrected electronically.
- Increasing the efficiency of teachers and improving the level and quality of learning.
- Increasing interaction between students and the educational material, because interactive applications provide tools for interaction within them, and increasing interaction between students

and teachers by opening frameworks for dialogue, discussion, and expressing opinions freely.

From the above presentation, it becomes clear to the researcher that the importance of interactive applications lies in:

they provide students with many communication and interaction tools within them, and through them the content of the intonation and recitation course is presented in its various forms, text, audio, images and video, which provides greater opportunities for students to learn and acquire knowledge and skills related to pronunciation and exits and the provisions of intonation and recitation in general, as it facilitates the work of faculty members and saves them time and effort.

The most important interactive applications used in teaching intonation and recitation courses: There are many applications and tools that can be employed in teaching intonation and recitation courses from a distance, in order to overcome many of the problems of the current educational reality, in addition to continuing learning and conducting evaluation in emergency situations, especially during the Corona pandemic, including (Al-Mabaridi, 2021):

Social Networks:

Social networking sites provide many educational services through their various applications, which helps in effective communication and exchange of information. It allows teachers and students to have direct and permanent contact with each other, and the most famous of these applications are Facebook, WhatsApp, and Twitter.

Microsoft Teams:

It is also one of the Microsoft applications, and provides classroom creation, communication with students and colleagues, and it is part of the Office Education suite, and is compatible with various operating systems as it can be used through a computer or smartphone.

Zoom:

The Zoom Cloud Meetings application is very special, and its idea is to implement live lectures such as video conferencing, where the teacher can communicate with students with audio and video, in addition to the ability to share the screen with them to make presentations.

Skype:

It is a Microsoft application that allows video and audiocommunication with students.

Near pod: It is used to communicate and share the screen between the teacher and the students via smartphones.

Teaching the courses of intonation and recitation:

Teaching methods and methods are considered an essential pillar of the curriculum, and in recent decades a major shift has occurred in terms of quantity and quality.

Despite this, most of the methods of teaching Sharia sciences in Al- Azhar reading institutes focus on drawing what learning should be like without the teacher getting to know As it is in reality, and the need is urgent in the course of intonation;

Developing teaching methods in line with modern trends that meet the individual needs of each learner, keeping up with his own speed, taking into account his various demands, and achieving the desired goals, while benefiting from modern educational methods in the theme of teaching its rulings, and the need to carry out of theme studies in that work to increase the effectiveness of his education.

The method of teaching: It is a set of teaching procedures chosen in advance by the teacher, which he plans to use when implementing the lesson, in order to achieve the desired teaching objectives, as effectively as possible, and in the light of the available capabilities (Zaitoun, 281, 1999).

Tantawi mentions: "More than one study was conducted with the aim of improving the Quranic vocal performance and the oral performance of recitation among learners, and these studies used various methods and methods to achieve this, and among the methods used by previous studies are the following: (Tantawi, 2007, 175-181):

Method of teaching recitation skills to primary school students. Selective learning method to acquire knowledge and performance.

- Cooperative learning style in devoting the provisions of recitation.
- Method of measurement and extrapolation.
- Using the computer in teaching recitation.
- Use of audio recordings.
- use of the audio lab; To teach languages to provide learners with recitation.
- Building educational programs to treat weakness in recitation.

Khalifa points out that it is common to divide general teaching methods into three main groups, which are the presentation group, the discovery group, and the self-learning group. Methods are: (directed discovery method, problem solving method, inductive method, and scientific presentations method). Then comes the self- learning group that uses a number of learning methods: (programmed education, educational bags, and computer education) (Khalifa, 2007, 249).

Both Al-Roumi and Al-Za'balawi indicated that the science of intonation can be taught in all educational stages in one or all of the following ways: The recitative method. The inductive method is the standard method (Al-Roumi and Al-Zabalawi, 91, 2000).

In the light of the foregoing, the researcher believes that interactive applications are among the most appropriate means that can be employed in teaching intonation and recitation courses because they provide many capabilities and advantages for the student and the faculty member, such as blog of all kinds (written, audio, and visual), Flex technology, AJAX technology, VoIP technology, and other technologies that facilitate The teacher and the student should use this technology in teaching and learning the Holy Quran.

Study methodology and procedures:

This part lists a detailed description of the researcher's steps, such as determining the study's methodology and procedures, in terms of: the study's approach, the original study population, its sample, and how to select it. Apply the study tool and its distribution, then mention the statistical methods used in analyzing the data to draw conclusions; They are as follows:

Study Approach:

This study relied on the descriptive approach that describes and interprets what is being, based on collecting facts and data, classifying them, processing them, and analyzing them in a sufficient and accurate manner, to extract their significance and reach conclusions or generalizations about the subject under study (Al-Kasbani, 2012, p. 89). The study used the questionnaire as a tool to collect data and then analyze and interpret it.

The study population and its sample:

1. Study population:

The study population consists of all female Sharia science students at Imam Abd al-Rahman bin al-Faisal University from the Faculty of Fundamentals of Religion from all its departments (the Department of the Qur'an and its Sciences, the Department of Sunnah and its Sciences, and the Department of Contemporary Doctrines and Doctrines), for the academic year (1441-1442 AH).

The study sample:

The sample of the study consisted of (210) female students, which represents a percentage (%) of the members of the study community, and they were selected using the random sampling method, and the questionnaires were distributed to the sample members in two phases (paper - electronic).

The study sample members were collected (84) during this stage, and after it was not possible to reach the rest of the study sample

members, an electronic questionnaire was designed and distributed to the rest, with the help of the Director of Administration at the Faculty of Fundamentals of Religion at the university through the university e-mail and through the WhatsApp program for the study sample members until the researcher achieved The goal at this stage was to collect (130), as the total number of questionnaires during the two phases was (214), and (4) were excluded from them that were not valid for statistical analysis.

To determine the characteristics of the study sample, the frequency and percentages of the respondents were calculated on the study tool according to the band variable, according to the following table:

Table (1): The distribution of the study sample according to the band variable:

Division	Frequencies	Percentage %
First	71	33.80%
Second	48	22.85%
Third	54	25.71%
Fourth	37	17.61%
Total	210	100.00

Through Table (1), which shows the distribution of the study sample members according to the

study variable, which is the study group, as there are (71) members of the study sample representing (33.8%) in the first group and they are the most group of the study members, and (48) female students with a percentage of (22.85%) in the second year, while (54) female students with a percentage of (25.71%) in the third year, while (37) female students with a percentage of (17.61%) in the fourth year, which enhances their response as a result of the study's awareness of the importance of data credibility in the results of the study.

The Study tools:

The study tool or data collection tool means "the means by which the data collection process is carried out with the aim of testing the study's hypotheses or answering its questions" (Al-Qahtani, et al. 2004: p. 287).

In order to achieve the objectives of the study, and in order to answer its questions; The researcher used the questionnaire as a tool to collect information from the study community, where (Obeidat et al., 2007, 104) believes that the questionnaire is an appropriate tool for obtaining information, facts and data related to a specific reality, whose answers are only available to the individuals concerned with the subject of the questionnaire.

The questionnaire was used in this study because it is more appropriate to achieve the aim of the study, which is to identify the reality of teaching the courses of intonation and recitation for the students of (IAU) through some interactive applications in light of the Corona pandemic.

Steps to build the study tool:

The study tool (questionnaire) was built according to the following procedures:

□ Based on what the researcher reached in the theoretical framework and previous studies related to the subject of the study, and reviewing the literature that dealt with the use of educational interactive applications in general, and their use in education in particular; To take advantage of them in determining the arenas of the study tool.

□ The researcher communicated through phone calls and electronic means with experts and specialists in e-learning and forensic sciences, to benefit from them in enriching the study in a scientific and constructive manner, and to take a general view of the latest developments in the theme of study.

Finally, visiting some universities (Imam Abd al-Rahman bin al-Faisal, Islamic University, and King Saud University) to benefit from reality as much as possible.

□ The initial image of the resolution was prepared; To determine the reality of faculty members' use of electronic educational interactive applications in teaching Sharia sciences, Appendix No. (1).

The questionnaire items were classified as follows:

Introduction to the questionnaire: the purpose of the study is clarified.

The first part: the primary data of the female students, including the name (optional), and the academic group.

The second part: It included the theme of the questionnaire related to the questions of the study, and it numbered (34) thirty-four paragraphs, distributed on four main themes, as follows:

The first topic: the degree of using interactive applications, and it included 7 paragraphs.

The second topic: the purpose of using interactive applications in teaching intonation and recitation courses, and it included 14 paragraphs.

The third topic: the problems and challenges facing the use of interactive applications in teaching intonation and recitation, and included 6 paragraphs.

The fourth topic: Methods of activating and developing the use of interactive applications in supporting the decisions of intonation and recitation, and it included 7 paragraphs.

The researcher adopted the five-point Likert scale, where the paragraphs of the second and third topic were given a list of options according to the five-point scale with the following options: (always- often-sometimes-rarely-never). (4) degrees, sometimes (3) degrees, rarely (2) two degrees, never (1) one degree.

Table (2) Distribution of the range of means for each alternative to the pentatonic scale

Range Average	Description
4.21 ----5.0	Always
3.20 --- 3.41	Mostly
2.61 --- 3.40	Sometimes
1.81 --- 2.60	Rarely
1 --- 1.80	Never

Validity of the study tool:

After the researcher finished preparing the questionnaire in its initial form, she verified the validity of the questionnaire content, and its ability to measure what it was set for, by using validation methods by determining the psychometric characteristics of the questionnaire as follows:

The validity of the questionnaire:

To ensure the validity of the tool, the researcher presented the questionnaire in its initial form to twenty-two (22) arbitrators with experience and specialization from various disciplines, including (educational techniques, curricula and teaching methods, educational technology and educational communication, communication education, teaching methods and techniques, educational technology, The Faculty of Fundamentals Religion is the section of the Qur'an and its sciences), in order to ensure the soundness of the construction of the tool, the clarity of the wording of its paragraphs, the belonging of each paragraph to the theme it represents, the extent of clarity of its paragraphs, and its suitability for the objectives of the study, and the addition of proposals for modification (deletion and addition).

Based on the proposals and observations made by the arbitrators, the researcher made the required amendments, as the paragraphs approved by the arbitrators were retained, and a number of paragraphs were modified, deleted, and added in the light of their views. These observations were important in enriching the tool and producing it in the final form.

Internal Consistently:

After confirming the apparent validity of the study tool, the researcher applied it in the theme, and the internal consistency validity was used to ensure the coherence of the expressions with the total degree of the theme to which they belong, as well as measuring the internal consistency validity of the tool through the data of the study sample members.

And the correlation coefficient was calculated between the degree of each A phrase from the study tool's phrases with the total score of the arena to which the phrase belongs, and the program (SPSS)

was used for that as the following tables also show this.

Table (3) Pearson's correlation coefficients for the expressions of the dimensions of the arena (the degree of using interactive applications) with the total score of the theme:

The Phrase	Correlation Coefficient
1	**0.454
2	**0.559
3	**0.631
4	**0.552
5	**0.576

** D at the level of (0.01)

Table (4) Pearson correlation coefficients for the expressions of the dimensions of the theme (the purpose of using interactive applications in teaching the courses of intonation and recitation) with the total score of the arena.

Expression	Correlation Coefficient	Expression	Correlation Coefficient
1	**0.522	8	**0.556
2	**0.360	9	0.441
3	**0.456	10	**0.333
4	**0.522	11	**0.423
5	**0.386	12	**0.473
6	**0.430	13	**0.483
7	**0.284	14	**0.313

D at the level of (0.01)

table (5) Pearson correlation coefficients for the expressions of the dimensions of the theme (problems and challenges facing the use of interactive Teaching the Courses of Intonation and Recitation to The Student of I.A.B.F.U- Prepared by: DR EKRAM AL HAJ applications in teaching intonation and recitation) with the total score of the dimension

Expression	Correlation Coefficient	Expression	Correlation Coefficient
1	**0.341	4	**0.517
2	**0.411	5	**0.395
3	**0.470	6	**0.575

D at the level of (0.01)

Table (6) Pearson correlation coefficients for the expressions of the dimensions of the theme (methods of activating and developing the use of interactive applications in supporting and supporting decisions of intonation and recitation) with the total score of the theme.

Expression	Correlation Coefficient	Expression	Correlation Coefficient
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1	**0.464	5	**0.566
2	**0.548	6	**0.555
3	**0.681	7	**0.527
4	**0.542		

** D at the level of (0.01)

It is clear from tables (7, 8, 9, 10) that all expressions and dimensions are significant at the level (0.01), and this gives an indication of high internal consistency coefficients, and also indicates high and sufficient validity indicators that can be trusted in the application of the current study.

Stability of the study tool:

The stability of the tool means making sure that the answer will be almost the same if it is applied to the same people at different times (Al-Assaf, 1995: p. 430). The researcher measured the stability of the study tool using the stability coefficient (Alpha Cronbach).

The study is as follows:

Schedule (7) Cronbach’s alpha coefficient to measure the stability of the study tool

No	Focusing Arena	No. of Phrases	Stability Coefficient
1	The degree of using interactive applications	5	0.67
2	The purpose of using interactive applications in teaching intonation and recitation course	14	0.728
3	Problems and challenges facing the use of interactive applications in teaching intonation and recitation	6	0.777
4	Methods of activating and developing the use of interactive applications in supporting the decisions of intonation and recitation	7	0.788
		32	0.725

Table (7) shows that the study scale enjoys statistically acceptable stability, as the value of the total stability coefficient (alpha) was (0.725), which is a high degree of stability, and the stability coefficients of the study tool ranged between (0.670-0.777), which are high stability coefficients that can be trusted with it.

Steps to apply the study procedures:

To conduct this study, the researcher followed the following steps:

- 1- The researcher made phone calls and unstructured personal interviews with a number of faculty members of Sharia Sciences and female students from the same university to explore their views on the use of interactive applications in the educational process at the university and the faculty members' possession of the skills to deal with them.
- 2- The researcher noticed a large disparity in their use. And the difference in its activation, and the reluctance of many forensic science teachers to use and employ the available technologies in teaching their subjects or their inability to do so.
Most of them are owned by charitable individuals and educational institutions that are not affiliated with any government agency or the Ministry of Education.
- 3- The researcher sent someone on her behalf to visit the Department of Islamic Studies at King Saud University, and the College of Fundamentals of Religion at Imam Abdu Al-Rahman bin al-Faisal Islamic University, Department (Men), to meet and consult specialists, and talk to them by phone, to benefit from the reality as much as possible.
- 4- Determining the number of members of the total study population, represented by students of Sharia sciences (females) and their equivalents in the Faculty of Fundamentals of Religion at Imam Abdul-Rahman bin al-Faisal University in the following scientific departments: (Department of the Qur'an and its sciences, Department of Sunnah and its sciences, Department of Doctrine and Contemporary Doctrines), as was done Select the study sample at random.
5. Preparing the study tool in its final form for the purposes of application after verifying the indicators of its validity and stability by presenting it to (22) arbitrators with experience and specialization from various specializations, including (educational techniques, curricula and teaching methods, educational technology and educational communication, communication education and teaching methods and techniques , Education Technology, Faculty of Fundamentals of Religion, Department of the Qur'an and its Sciences), after which the tool was applied to the study sample and the procedures for distributing the questionnaire began.
6. Distributing the study tool to the members of the study sample, after clarifying the objectives of the study, and assuring the members of the study sample that the information that will be obtained will only be used for the purposes of scientific research.
7. It took more than six weeks to distribute and collect the study tool. It passed through two phases (paper and electronic). The total number of questionnaires during the two phases was (214), and (4) questionnaires that were not valid for statistical analysis were excluded, as the total number returned from both phases and valid for analysis was Statistical (210) questionnaire.
8. Coding the study tool (paper), then analyzing the data (paper and electronic); Where the researcher entered the study data into the computer, using the statistical package program (SPSS).
9. After determining the necessary and appropriate statistical treatments, analyzes and tests to answer the study questions, the data were analyzed statistically. And then extracting the results, interpreting and presenting them in an easy-to-understand manner, reaching conclusions and making appropriate recommendations and proposals based on the results reached.

Statistical methods used in the study:

To achieve the objectives of the study and analyze the collected data, several appropriate statistical methods were used using the Statistical Package for Social Sciences (SPSS), and then the following statistical measures were calculated:

1. Frequencies and percentages in order to describe the characteristics of the study population, and to determine the responses of the study individuals towards the main themes phrases included in the study tool.
2. Pearson correlation to calculate the validity of the internal consistency of the study tool.
3. Cronbach's Alpha coefficient for calculating the stability coefficient of the different themes of the study tool.
4. The arithmetic mean, in order to know the extent of the high or low responses of the study items on the main theme (the averages of the phrases). It is also useful in arranging the themes according to the highest arithmetic mean.
5. The "Standard Deviation" was used to identify the extent of the deviation of the study's responses for each of the study variables, and for each of the main theme, from their average. Arithmetic. It is noted that the standard deviation explains the dispersion in the responses of the study sample for each of the statements of the study variables, along with the main topic.
6. One method was used to identify differences in the averages of using interactive applications from the point of view of Sharia science students.

The Study Results:

The following are the findings of the study in light of the study questions, which can be reviewed as follows:

The answer to the first question: which states:

What is the degree of using interactive applications in teaching the courses of intonation and recitation for the students of (IAU) in light of the Corona pandemic in order to answer this question, the researcher calculated the frequencies, percentages, arithmetic averages, standard deviation, and ranks for the responses of the study sample on the first topic, and these expressions were arranged according to the arithmetic mean for each of them, as follows:

Schedule (8) Frequencies, percentages, arithmetic averages, and standard deviation for the use of interactive application

No	Statement	Average	S. D.	Rank Result
1	I prefer to use the Zoom program in teaching the courses of intonation and recitation.	4.88	0.721	Always
2	I prefer to use the WhatsApp program in teaching the courses of intonation and recitation.	4.61	1.127	Always
3	I prefer using the YouTube program in teaching the courses of intonation and recitation.	4.69	1.119	Always
4	I prefer using the Black Board program in teaching intonation and recitation courses.	4.33	1.147	Always
5	I prefer using the telegram program in teaching intonation and recitation courses.	2.93	1.307	Sometimes

	The total Focus	4.29	0.901	
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It is clear from Table (8) regarding the degree of using interactive applications that:

That (4) of the expressions came in the degree of (always), where the arithmetic mean in the assessment category was (4.20 to 5.00), namely:

- I prefer using the Zoom program in teaching intonation and recitation courses, with an average score of (4.88).

- I prefer using the WhatsApp program in teaching the courses of intonation and recitation, with an average of (4.61).

- I prefer using the YouTube program in teaching the courses of intonation and recitation, with an average of (4.69).

- I prefer using the Black Board program in teaching intonation and recitation courses, with an average score of (4.33).

That one statement came in the degree (sometimes) where the arithmetic mean came in the appreciation category (2.60 to less than 3.40), which is: The best use of the telegram program in teaching the courses of intonation and recitation.

The focus as a whole, which is specific to the degree of using interactive applications, came with a degree of (permanent) use, with an arithmetic mean of (4.29).

This is a logical result to a large extent, as the Corona pandemic has imposed direct attendance restrictions on female students in all disciplines, including those in Sharia sciences.

As a result, the use of these interactive applications, which helps faculty members to follow up the performance of students to perform skills, and the extent of their progress.

In addition to the fact that these applications encourage students to participatory learning, and easy access to various scientific sources and communication between faculty members and students until In well-spaced places to exchange ideas and participate in educational discussions.

As it is noted from the previous table, most of the students prefer the Zoom application over some other applications, and this may be due to the fact that the application is free for all, and students can record meetings and save them on the device, and the possibility of scheduling meetings in a previous way and specifying a password for the meeting, as well as providing written conversations between the student, her colleagues, and her teachers.

The application also provides a white board that the teacher can write on, which is very similar to the classroom or lecture hall board. The Zoom application is also available on various smart phone application platforms.

This result is consistent with the study of Hassanein (2019); (Al- Malouf, 2019); Karim (2020); Naji (2021), all of which confirmed that the interactive application platform in general and the Zoom platform in particular contribute to the management of academic classes, educational activities, teaching management, interaction and communication, and the exchange of knowledge between students and faculty members and help reduce shyness and increase students' self-confidence.

The answer to the second question: which states:

What is the purpose of using interactive applications in teaching the courses of intonation and

recitation for the students of (IAU)?

To know the goal of using interactive applications in teaching intonation and recitation courses for female students of (IAU), the researcher calculated the frequencies, percentages, arithmetic averages and standard deviation of the study individuals' responses to the phrases of the second focus (the purpose of using interactive applications in teaching intonation and recitation courses for female students of Imam Abdul Rahman University Bin Al-Faisal), and these phrases were arranged according to the arithmetic mean for each of them, as follows:

Table (9) Frequencies, percentages, mean, and standard deviation for interactive application use:

No	Phrase	Average	Standard Deviation	Classification	Result
1	I communicate with my teacher through interactive applications for various educational topics.	0.89	4.83	5	Always
2	See the preparation of Tajweed lessons offered on the Internet.	0.96	4.75	6	Always
3	Through it, I get acquainted with the educational programs that support the academic courses	0.99	4.70	7	Always
4	Improve the level of judgment and control by dealing with interactive applications.	1.05	4.61	8	Always
5	I can master the vocal of letters.	1.25	4.61	9	Always
6	I get information through multimedia, including pictures, videos, graphics and forms that support the course of intonation and recitation.	1.28	4.60	10	Always
7	I turn to educational resources and various links on the Internet.	1.36	4.59	2	Always
8	I follow interactive applications related to the specialty of intonation and recitation	1.46	4.58	3	Always
9	I communicate with my friends and colleagues through applications on various educational topics.	1.09	4.54	4	Always
10	I achieve a better level of learning compared to traditional education.	0.97	4.50	12	Always
11	I feel the credibility of the evaluation score through the program.	1.33	4.48	14	Always
12	Facilitates the answer to scientific inquiries related to the provisions of intonation and recitation.	0.92	4.45	11	Always
13	I am encouraged to increase my keenness on memorization and mastery.	1.05	4.44	13	Always
14	I know several interactive applications used in teaching intonation and recitation.	1.02	4.00	1	mostly
	The Total Focus	1.116	4.548		Always

It is clear from Table (9) related to the purpose of using interactive applications that all phrases came with a degree of “always”.

- This reflects the awareness of the sample of students about the purpose of using interactive applications in the educational process.
- That one phrase came in a degree (often), where the arithmetic average in the appreciation category was (2.60 to less than 3.40), which is: I know several interactive applications used in

teaching intonation and recitation, as it came with an average of (4.00).

□ The theme as a whole and specific to the purpose of using interactive applications came with a degree of use (always) with an arithmetic mean of (4.548).

The researcher attributes this result to awareness and full realization of the importance of interactive applications in teaching various subjects to students, as it allows effective communication between students and faculty members in everything related to the various academic tasks, activities and events, and responding to students' questions through teachers or peers, which supports the learning process without restrictions.

Temporal or spatial, the students also benefited from these applications in preparing lessons, viewing previous lessons at any time, and knowing the objectives of the next lesson.

This was reflected in improving the level of judgment and control through dealing with interactive applications.

These applications also started to provide many educational resources via the Internet, which were difficult to provide for students in face- to-face learning, which made the students feel that this method of learning intonation is better than face-to-face learning.

This result differs from the study (Al-Ghafili, 2017), which concluded that there is a decrease in the degree of application of learning platforms in the management of educational training operations in the Riyadh Education Department.

It also differs with the study (Al-Daoud, 2016), the results of which showed a low degree of application of learning platforms with open electronic courses in educational open educational training (MOOCs) in educational training, from the point of view of the chiefs and heads of educational training departments in education departments in the Riyadh region.

The answer to the third question: which states:

What are the problems and challenges facing the use of interactive applications in teaching intonation and recitation of (IAU) students?

To identify the problems and challenges facing the use of interactive applications in teaching intonation and recitation for female students of (IAU),

The researcher calculated the frequencies, percentages, arithmetic averages, and standard deviation of the study individuals' responses to the phrases of the third topic (problems and challenges facing the use of interactive applications in teaching intonation and recitation For female students of (IAU)), and these phrases were arranged according to the arithmetic mean for each of them, as follows:

Table (10): Frequencies, percentages, averages, and standard deviation of the problems and challenges facing the use of interactive applications.

No	Statement	Average	S. D.	Rank	Result
1	I am trained on how to use interactive applications in teaching intonation and recitation.	3.27	0.883	1	Sometimes
2	I suffer from the presence of enriching content for the intonation and recitation courses in interactive	3.09	1.025	2	Sometimes
	I see that there is not enough time to teach the course of intonation	3.03	1.053	3	Sometimes

3	and recitation.				
4	I feel that some faculty members do not interact with interactive applications.	3	1.117	4	Sometimes
5	I suffer from weak approach ability of internet.	1.97	1.204	5	Rarely
6	I feel that the current method of recitation is useless.	1.89	1.127	6	Rarely
The Total		2.7	1.071		sometimes

It is clear from Table (10) related to the problems and challenges facing the use of interactive applications that 4 phrases came with a degree of “sometimes” and two phrases came with a degree of “rarely”, where the arithmetic mean in the rating category was (1.81 to less than 2.60).

□ The topic as a whole related to the problems and challenges facing the use of interactive applications came with a degree of use (always) and an arithmetic mean (2.70).

This result is largely logical, as the obstacles or problems facing the use of interactive applications in the educational process all represent real problems sometimes, as most of these applications are distinguished by user interfaces that support the Arabic language, as they are easy to use and browse, and do not require advanced skills.

In information technology to use them, this does not diminish the importance of training female students on how to use these platforms, how to raise activities and assignments, and the basis for evaluation through them, how to browse content, retrieve previous lectures, how to register, etc., and the enrichment content of female students must be organized and integrated, and sufficient time and flexibility in delivery should be provided. Homework and activities so that the students interact positively.

From the foregoing, it is clear that the use of electronic educational platforms, like any new technology, is not without difficulties that impede its activation or limit its spread, and despite that, these obstacles should not stand in the way of the use of these urgent technologies in this era, and the researcher can A number of important steps and proposed solutions were put forward to overcome the obstacles to using electronic educational platforms, for teaching in general and for teaching Sharia sciences in particular, which is answered by the following question.

The answer to the fourth question: which states:

What are the ways to activate and develop the use of interactive applications in supporting the courses of intonation and recitation for the students of (IAU)?

To learn about the methods of activating and developing the use of interactive applications in supporting and supporting the courses of intonation and recitation for the students of (IAU),

The researcher calculated the frequencies, percentages, arithmetic averages and standard deviation of the responses of the study individuals to the phrases of the fourth topic (Methods of activating and developing the use of interactive applications in supporting and supporting courses Intonation and recitation of the students of (IAU)), and these phrases were arranged according to the arithmetic mean for each of them, as follows:

Table (11) Frequencies, percentages, arithmetic averages, and standard deviation for methods of activating and developing the use of interactive applications in supporting the decisions of intonation and recitation.

No	Statement	Average	S. D.	Rank	Result
1	Holding training courses for female students in the use of interactive applications in teaching intonation and recitation courses.	4.37	0.815	3	Always
2	Creating social groups on the Internet that serve the course of intonation and recitation.	4.31	0.868	1	Always
3	Fluency in English with another language.	4.22	0.995	5	Always
4	Provide a directory of interactive application sites on the Internet.	4.12	0.965	2	Mostly
5	Increasing students' motivation to study recitation and intonation through applications.	3.91	1.114	4	Mostly
6	Encourage faculty members to interact with interactive applications.	3.83	1.126	6	Mostly
7	Provide high speed internet service.	3.71	1.241	7	Mostly
The Total		4.06	0.812		Mostly

□ It is clear from Table (11) related to ways of activating and developing the use of interactive applications in supporting the decisions of intonation and recitation that 3 phrases came with a degree of “always” and 4 phrases came with a degree of “often”, where the arithmetic mean in the category of appreciation came (3.41 - 4.20). □

□ The theme as a whole, which is related to the methods of activating and developing the use of interactive applications in supporting the decisions of intonation and recitation, came with a degree of use(often) and an arithmetic average of (4.06).

The researcher attributes this result to the keenness and desire of female students to learn technological concepts and skills that are among the basics of their learning, and to follow up on developments in this regard,

in addition to the keenness of the university administration to spread the culture of electronic educational platforms among all employees of education at the university, by holding seminars and workshops and issuing (introductory) bulletins targeting all university staff,

including administrators, faculty members, and students, to learn about the importance of electronic educational platforms, how to use them, and highlight their benefits in developing many important aspects of the educational process, through which most of the obstacles facing their use can be overcome.

The answer to the fifth question:

which states: Are there statistically significant differences in the means of using interactive applications in teaching intonation and recitation courses for female students of (IAU) in light of the Corona pandemic, which is attributed to the study group variable?

To find out whether there are statistically significant differences between the averages of using interactive applications in teaching intonation and recitation courses for female students of (IAU) in light of the Corona pandemic due to the study group variable, the researcher used the “One way anova”test, and this table shows following:

table (12) The results of the "One way Anova" test for the differences between the answers of the study individuals according to the difference in the study group.

Main Topic	Sources of variance	Sum of squares	Degrees of freedom	Average sum of squares	(F)Value	significance level
The degree of using interactive applications in	Between Groups	0.179	3	0.359		

teaching intonation and recitation courses from the students' point	within Groups	0.429	207	39.881	0.418	0.660
	Summation		210	40.24		

It is clear from the results in Table (12) that there are no statistically significant differences at the level of significance (0.05) between the averages of the study individuals' answers about the use of interactive applications in teaching intonation and recitation courses from the point of view of the students, due to the study group, where the P value was (0.418), which is A non- statistically significant value at a significant level (0.05), which means that there is no difference in the viewpoints of the study group regarding the use of interactive applications in teaching intonationand recitation courses.

The researcher attributes this result to the fact that female students of different ages and the group in which they belong realize the importance of using interactive applications in teaching recitation and intonation courses. And surprising, and its use has become an inevitable necessity and not a kind of facility or extravagance.

Study RECOMMENDATIONS:

In light of the results of the study, the researcher recommends several suggestions and steps that would improve the reality of using interactive applications in teaching intonation courses, and reduce the problems that limit their use and prevent their employment, investment and exploitation as possible of their capabilities and resources, and the most important of these recommendations include:

- Creating a platform for teaching Tajweed courses unified for Saudi universities by the Ministry of Higher Education; To implement the use of e-learning platforms with open e-courses, and to evaluate and develop them.
 - The necessity of studying and analyzing the curricula and courses of the Faculty of Fundamentals of Religion and working on developing them in order to design programs and produce the multimedia that you need.
 - Creating an appropriate environment that enhances the effectiveness of using modern educational technologies in teaching.
 - Spreading the culture of using interactive applications and open learning among all faculty members, spreading awareness of the importance and role of interactive applications in developing the educational process, and keeping pace with scientific and technological development.
 - Administrative, moral and material support for faculty members, provision of teaching techniques and laboratories for Sharia sciences, and continuous follow-up for them.
 - The need to know the training needs of university faculty members, and train them on content management systems and learning management systems.
 - Work on developing the infrastructure in Saudi universities such as computer networks, communication lines, high internet speed, equipment and servers to reduce technical and technical problems and obstacles to the lowest possible level, provide units for the production of e-learning materials, and provide technical support to faculty members for Sharia sciences at the university.
- Holding seminars, workshops and issuing (introductory) bulletins targeting all university staff including administrators, faculty members and students, to learn about the importance of interactive applications and how to use them and highlight their benefits in developing many important aspects

of the educational process through which most of the obstacles facing their use can be overcome. This was proven by the current study and previous studies.

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