



# Strategies for Teaching Eastern Languages as Foreign Languages in The Context of Modern Education

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 Azimbayeva Nargiza Tuxtamuradovna

Senior Lecturer at the Department of Uzbek and Oriental Languages,  
Oriental University, Uzbekistan

**Abstract:** This article analyzes modern approaches to teaching Eastern languages - in particular, Arabic, Persian, and other related languages - as a foreign language. The role, effectiveness, and capabilities of modern information technologies, multimedia platforms, and interactive educational tools in the teaching process are considered. The importance of taking into account the cultural component in language teaching, the possibilities of using online educational platforms, and the issues of individualizing the educational process are also highlighted. The results of the study demonstrate the importance of modern and innovative approaches to effective teaching of Eastern languages.

**Keywords:** Eastern languages, teaching as a foreign language, modern tools, interactive education, information technologies, online education, cultural competence, innovative approaches.

**Introduction:** Globalization processes are further increasing the interest of the peoples of the world in the culture, language, and science. With the increasing influence of Eastern countries in this process, the need to study their languages is also expanding. In particular, teaching Arabic, Chinese, Japanese, Korean, and Persian as a foreign language is gaining strategic importance today.

Oriental languages, namely Arabic, Persian, Turkish, Urdu, and other languages, are of great importance worldwide today. The culture, historical heritage, and economic development of Eastern countries make studying these languages not only academically but also

practically important. Studying Oriental languages helps to strengthen economic and political ties around the world [1]. For example, Arabic is an important language not only in the Arab world, but also in many countries with strong economic ties. Persian plays an important role in cultural and economic ties in Iran and Afghanistan. Turkish, Turkmen, and others are the main languages of cultures in various regions, and their study creates important opportunities for global innovations and research.

The use of modern pedagogical methods and technologies in the process of studying Oriental languages is of great importance. The use of interactive methods, multimedia tools and Internet platforms has become widespread methods for students to easily and effectively master language information

Today, everyone knows that the Internet has enormous information-providing capabilities. However, it should not be forgotten that in achieving educational goals, any educational tool, no matter what its features, has didactic issues in the first place [2]. The Internet, with all its capabilities and resources, is a means of achieving these goals and objectives. In this article, we will consider what didactic issues can be used to solve the Internet in learning an oriental language.

### **Modern teaching tools and technologies**

#### **Online learning platforms**

Through platforms such as Duolingo, Busuu, Memrise, HelloTalk, students can independently learn Arabic or Chinese step by step. In addition, the practice of conducting virtual classes via Zoom and Google Meet is becoming widespread.

#### **Multimedia educational tools**

Audio-video lessons, electronic textbooks, audiobooks and QR-code exercises make language learning lively and interactive. In particular, graphic animations are very effective in learning Chinese characters.

#### **Mobile applications and gamified learning**

Gamification - that is, organizing the teaching process in a game style, increases students' interest and motivation in the language. Such applications play an important role in increasing vocabulary and developing listening skills.

The Internet provides a wide range of opportunities for learners of oriental languages. In particular, distance learning courses and online learning programs create convenient conditions for students to independently engage in extracurricular activities and expand their knowledge [3]. In addition, the Internet is also an unlimited storehouse of information on various fields.

However, the question arises of how to use it effectively and how to apply its capabilities to the learning process.

To answer these questions, it is first necessary to determine the characteristics of the oriental language, not the opportunities that the Internet gives us.

The main goal of teaching a foreign language is to form communicative competence. All other goals, namely: educational, intellectually developing, formative goals, are directed precisely towards this main goal.

Today, this goal, namely the formation of communicative competence, has become a need for all categories of students, including students studying a foreign language. Even if the student's specialty is not related to foreign trips or communication with foreign specialists, using the Internet, obtaining and transmitting information from it is a need for all professionals, since the main part of the information on the network is in English [4]. Thus, to effectively use the Internet, one requires not only the development of computer skills, but also knowledge of a foreign language. Therefore, the need to learn a foreign language is growing [5]. After all, a perfect person who meets the requirements of the times must be comprehensively developed, knowledgeable and fully mastered in his field. This is probably one of the reasons why UNESCO declared the century in which we live the century of polyglots.

Interactive educational programs and computer simulations are used to help students master the skills. This makes the learning process more interesting and effective. For example, special programs for learning the Persian alphabet, grammar and vocabulary exercises can be used to test and improve students' knowledge.

The peculiarity of teaching an oriental language is that it consists of developing the four types of speech activity: learning the basics of the oriental language, understanding, speaking, reading and writing.

In learning an oriental language, great attention is paid to oral exercises. This is the main feature of the subject and the difficulties of teaching it, namely in the formation of speaking skills [6]. Cinema and literature play a large role in learning the language and culture of oriental languages. In addition to learning the language, reading works in this language and watching films ensures that students learn the language alive. Examples of Persian and Arabic literature, as well as Turkish or Urdu literature, help them to understand their language and culture more deeply.

So, since speech can only be developed in live communication, for this, of course, a partner in speech is needed. No matter how perfect computer programs are, they provide only quasi-communication (i.e.,

communication with a machine, not with a living person). Computer telecommunications are an exception. In them, the student enters into communication with a real partner - a native speaker.

Communicative competence is directly related to the competences of linguistics, cultural studies, and regional studies [7]. Therefore, the system of teaching an oriental language does not allow students to deeply study the language of the people of the countries where the language is being studied, without knowing and understanding its culture, customs, and traditions.

Using Internet materials is especially interesting for working on projects. The teacher can collect information from the Internet that expresses various, even contradictory, opinions on the issue being discussed and analyzed at the same time. Students can be divided into small groups and use this information to discuss an issue. In this case, students will have the opportunity to sort through the materials and identify those relevant to the project they are working on, and prove their correctness. The task of collecting information can also be assigned to the students themselves. A similar method can be used to teach pronunciation.

The advantage of the Internet is that you can get the latest information from it when necessary. There are also opportunities to use teleconferences, the Zoom platform, and e-mail services to find out the opinions of native speakers and citizens of the country where the language is being studied on a given issue via the Internet. During the lesson, you can hold discussions on materials collected from various categories and on the opinions of people living in different parts of the world (for example, presidential elections, events taking place in different parts of the world, opinions about new books, how the same holidays are celebrated differently in different countries, etc.). You can also select the necessary and very interesting illustrations from the Internet. This can be called a dialogue of cultures based on real communication with representatives of different cultures during the lesson [8]. After all, the main part of the projects begins and ends in the lesson.

The didactic possibilities of the Internet are also wide in connecting students' extracurricular activities in a foreign language with their activities during the lesson. First of all, the Internet is needed for written or oral communication in a foreign language. The advantage of international telecommunication projects is that it creates a real language environment. No other method and technical means have such an opportunity. That is why we were forced to limit ourselves to conditional-speech exercises during the lesson [9]. Using various

games during the lesson can only create motivation for speaking a foreign language, but it does not form truly natural communication.

Those working on the project are engaged in thinking about a problem, analyzing, researching and, of course, collecting information and discussing this information with each other [10]. The important thing is that in such conditions, language directly fulfills its function, that is, it becomes a means of forming and expressing thought. The student is immersed not only in the problem being analyzed, but also in activities in a foreign language, in another culture.

The problem being analyzed together can be related to any topic, for example, environmental, political, creative, historical, sociological or linguistic. The main thing is that it is analyzed by the students in the language they are studying. The need to collect information in the process of working on the project forces students to use virtual libraries, virtual cafes and museums, as well as various information servers. In this case, the need to enter into a live conversation with real partners brings students face to face with e-mail, teleconferencing, chat technologies.

In addition to mutual telecommunication projects, students can also work on improving their knowledge of a foreign language [11]. There are distance learning courses for students of various levels on the Internet for this purpose. Participation of students in teleconferences, including online (in real time) chats with students from different countries (usually such conversations are conducted in a foreign language), is an additional and very interesting opportunity for new acquaintances and real speech practice. During such discussions and conversations, the student not only exchanges information, but also gets acquainted with elements of another culture.

The study of oriental languages is not limited to Uzbek or Middle Eastern countries, but is of great strategic importance on a global scale. Modern technologies and pedagogical methods create great opportunities to accelerate and make this process more effective [12]. At the same time, it is important to use innovative methods to overcome the difficulties of language learning and maintain student interest.

Learning Eastern languages opens up great opportunities not only for language acquisition, but also for mutual understanding of cultures and strengthening global cooperation.

Innovative approaches to teaching methods

- Communicative approach - lessons focused on speaking and dialogue are more effective.
- Creating a language environment - using AR

(augmented reality) and VR (virtual reality) technologies, it is possible to artificially create a language environment.

- Taking into account the cultural context - language should not be separated from culture. Cultural norms play a special role in the teaching process in Eastern languages [13].

## CONCLUSION

Teaching Eastern languages as a foreign language is reaching a new level with the help of modern technologies. For effective teaching, it is necessary to effectively use information and communication technologies, implement multimedia tools, take into account the individual approach and cultural context. This will not only increase the number of language learners, but also strengthen their skills.

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