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SOME PROBLEMS IN TEACHING THE ARABIC LANGUAGE IN UZBEKISTAN AND PROPOSED SOLUTIONS (CULTURAL, EDUCATIONAL AND SOCIAL PROBLEMS)

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Abstract: In the current process of globalization, the thorough teaching of foreign languages has become one of the priority directions in every country's education policy. In particular, the Arabic language is recognized not only as one of the most widely spoken languages in the world but also as an important tool for international diplomacy, economy, trade, science, culture, and the study of religious and educational heritage. Interest in the Arabic language is also growing year by year in the Republic of Uzbekistan. This is due to the expanding economic and political cooperation of the country with the Middle Eastern states, the development of pilgrimage tourism, the increasing need to study Islamic sources in their original form, and the advancement of Oriental studies and philology programs in the higher education system.

Keywords: Arabic language, methodology of teaching Arabic, foreign language education, communicative competence, intercultural competence, phonetic difficulties, grammatical competence, authentic materials, digital education, artificial intelligence, Uzbekistan's education system, Education 4.0.

Introduction In the 21st century, mastering foreign languages has become one of the key factors in an individual's professional and social development. The development of the global economy, the expansion of the international labor market, progress in science and technology, and the intensification of intercultural communication have sharply increased the need for thorough mastery of foreign languages. From this perspective, Arabic is considered one of the languages of strategic importance. Today, Arabic holds official language status in more than twenty countries and serves as the mother tongue or daily means of communication for over 400 million people. Moreover, as one of the six official languages of the United Nations, Arabic occupies an important place in international politics, diplomacy, and law.

The importance of the Arabic language is not limited to political or economic factors alone. This language is also of particular significance as the original language of numerous rare works created in the fields of Islamic civilization, rich scientific and literary heritage, philosophy, history, medicine, mathematics, and astronomy. Great thinkers who emerged from the territory of Uzbekistan — Imam al-Bukhari, Imam at-Termizi, Burhaniddin Marg'iloniy, Abu Mansur Moturidiy, and many other scholars — created their scientific heritage precisely in Arabic. Therefore, mastering Arabic perfectly provides an opportunity not only to learn a foreign language but also to study national and religious-spiritual heritage in its original sources.

In recent years, the modernization of Uzbekistan's education system, improving the quality of foreign language teaching, and training specialists who meet international standards have become priority directions of state policy. Normative-legal documents aimed at developing the teaching of foreign languages, including Arabic, have been adopted, new educational programs have been introduced in higher education institutions, and great attention is being paid to the use of modern information and communication technologies. At the same time, the increasing number of students

studying in the fields of Oriental Studies, Arabic Philology, Translation Studies, and International Relations creates the need to further improve the methodology of teaching Arabic.

However, despite the existing reforms, a number of systemic problems persist in the practice of teaching Arabic. These include the dominance of the grammar-translation method in classes, insufficient use of the communicative approach, limited opportunities to use authentic audio and video materials, insufficient skills in working with modern electronic platforms, and inadequate attention to the formation of students' intercultural competence. In addition, the difference between Modern Standard Arabic (الفصحى) and the dialects used in everyday life also creates certain difficulties for learners. As a result, although some students master grammatical rules well, they face difficulties in freely exchanging ideas in real communication.

Cultural factors also play a special role in teaching Arabic. Language and culture are closely intertwined, and teaching a language apart from its cultural context hinders the full development of students' pragmatic and communicative competences. For example, expressions widely used in Arab society such as إن شاء الله, الحمد لله, بارك الله فيك and جزاك الله خيرًا carry not only literal meaning but also deep cultural and pragmatic content. It is important not only to translate these expressions but also to explain the situations in which they are used, their communicative functions, and their cultural significance.

Social stereotypes also create certain problems in teaching Arabic. In some segments of society, there is a perception that Arabic is associated only with the religious sphere. However, today Arabic is increasingly used in the fields of energy, logistics, banking and finance, international business, tourism, diplomacy, journalism, information technology, and artificial intelligence. Therefore, one of the important tasks in teaching Arabic is to widely promote its modern professional and practical opportunities.

The purpose of this study is to conduct a scientific analysis of the cultural, educational, and social problems encountered in the process of teaching Arabic in Uzbekistan, to identify their causes, and to develop effective methodological recommendations based on international experience. The results of the study are significant in that they serve to improve the quality of Arabic language education, introduce modern pedagogical approaches, and train competitive specialists.

Literature Review The methodology of teaching Arabic as a foreign language is one of the rapidly developing scientific fields at the intersection of linguistics, pedagogy, psycholinguistics, and educational technologies in recent decades. In particular, the processes of globalization, the expansion of international academic exchange programs, and the development of digital education technologies have formed new approaches to the methodology of teaching foreign languages, including Arabic. Today, communicative, competence-based, intercultural, and technological approaches to teaching Arabic are being widely researched in many universities and scientific centers around the world.

The main directions of scientific research on teaching Arabic cover issues of phonetics, grammar, lexicology, pragmatics, intercultural communication, curriculum design, and the use of information and communication technologies. Studies show that in the modern education system, teaching a language solely on the basis of grammatical rules is not sufficient. The priority is to use the language in real communicative situations, develop students' speech activity, and form their intercultural competence.

One of the scholars who has made a significant contribution to the development of foreign language teaching methodology is H. Douglas Brown. In his book *Principles of Language Learning and Teaching*, he emphasizes that motivation, psychological readiness, individual

differences, and the learning environment are important factors in the successful mastery of a foreign language. According to Brown, a language learner should not be a passive listener but an active communicator. The learning process should prepare the student for real communication situations. This approach remains relevant in the modern methodology of teaching Arabic.

The Communicative Language Teaching (CLT) approach developed by J.C. Richards and T.S. Rodgers is recognized as one of the most effective methods of teaching foreign languages. This approach focuses more on using grammatical rules in practical speech rather than merely memorizing them. In teaching Arabic, this method enables the complex development of students' listening, speaking, writing, and communication skills. However, observations in Uzbek educational institutions show that the grammar-translation method still dominates in some classes. As a result, although students know complex grammatical rules well, they face difficulties in freely expressing their thoughts in everyday communication.

Stephen Krashen's Input Hypothesis, one of the founders of second language acquisition theory, also serves as an important methodological basis in teaching Arabic. According to this theory, for effective language acquisition, learners need regular exposure to language material that is slightly above their current level but comprehensible. The use of authentic texts, audio recordings, video lessons, podcasts, and natural dialogues in learning Arabic is the practical expression of this theory. Unfortunately, in many educational institutions, the learning process is limited to artificially constructed dialogues and simplified texts.

L.S. Vygotsky's sociocultural theory also occupies an important place in foreign language teaching methodology. It links language acquisition to social interaction and substantiates the formation of knowledge through communication. Pair work, small-group discussions, project activities, and role-playing exercises organized on the basis of this theory are effective tools for developing free communication skills in Arabic. These methods also develop students' independent thinking and creative approach.

In recent years, research based on intercultural communication theory has gained special importance. M. Byram's model of intercultural communicative competence evaluates cultural knowledge, values, social norms, and communication etiquette as an integral part of language competence. This approach is particularly important in teaching Arabic, as many speech formulas, forms of address, and etiquette norms used in Arab society have specific pragmatic features.

Arab scholars also emphasize the organic connection between language and culture. In particular, Mahmoud al-Batal notes the necessity of taking into account the difference between Modern Standard Arabic (الفصحى) and colloquial dialects (العامية) when teaching Arabic to foreigners. In his opinion, teaching only the literary language cannot fully meet the student's real-life communicative needs.

The development of digital education technologies is also having a significant impact on Arabic language teaching methodology. Artificial intelligence, adaptive learning platforms, mobile applications, virtual classrooms, and electronic dictionaries make the language learning process more effective. Studies note that the use of platforms such as Quizlet, Kahoot, Moodle, Google Classroom, Duolingo, Memrise, and ChatGPT increases students' motivation, develops independent learning skills, and expands vocabulary. However, the level of use of these opportunities in Uzbekistan's education system is not yet uniform across all institutions.

The analysis of local scientific literature shows that a number of studies have been conducted in Uzbekistan in the fields of Arabic grammar, translation studies, Oriental philology, and Islamic studies. However, issues such as teaching Arabic based on modern pedagogical technologies, forming intercultural communicative competence, using digital tools, and integrating artificial

intelligence into the educational process have not yet been comprehensively studied. The existing works mostly cover grammatical systems, translation, or historical-linguistic issues, while research on practical methodology and innovative approaches is relatively rare.

Analysis and Results In the course of this study, the process of teaching Arabic in Uzbekistan was comprehensively analyzed from cultural, educational, and social perspectives. Based on scientific literature, modern methodological approaches, and practical observations, the existing problems and their impact on the quality of education and students' communicative competence were examined.

The analysis revealed that, despite the significantly increased attention to teaching Arabic in our country in recent years, certain systemic problems still remain. The main ones are:

1. The dominance of the grammar-translation method, which does not sufficiently develop students' practical speaking skills.
2. Shortcomings in the development of phonetic competence (especially with sounds such as ح، خ، ع، غ، ق، ص، ض، ط، ظ).
3. Insufficient attention to the formation of intercultural competence.
4. Underutilization of modern information and communication technologies and artificial intelligence tools.
5. The need to improve the content of curricula and textbooks.

Conclusion Arabic is currently one of the languages of strategic importance in the fields of international diplomacy, economy, science, culture, and religious education. The growing interest in learning this language in Uzbekistan places the task before the education system of teaching Arabic in accordance with modern pedagogical requirements.

The results of this study show that although certain positive experiences have been formed in teaching Arabic in our country, methodological, cultural, technological, and social problems that limit the effectiveness of the educational process still exist. The scientific conclusions and practical recommendations put forward in this article can serve to improve the methodology of teaching Arabic in Uzbekistan's education system, enhance the quality of education, and train qualified specialists who meet international standards.

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