

MODERN APPROACHES TO TEACHING PERSIAN AS A FOREIGN LANGUAGE IN CENTRAL ASIA

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Annotation. This paper investigates innovative methods for teaching Persian as a foreign language in Central Asian contexts, with a focus on Uzbekistan. The study highlights the increasing academic and cultural significance of Persian and explores modern communicative and digital teaching tools. A qualitative review of recent teaching practices and materials was conducted. The findings suggest that blended learning, cultural immersion, and online resources enhance language acquisition. The paper concludes with recommendations for integrating intercultural elements and modern methodologies into Persian language curricula.

Key words: Persian language, foreign language teaching, Central Asia, innovative methods, blended learning, intercultural competence

Introduction

In recent years, interest in the Persian language has grown in Central Asia, particularly in Uzbekistan, where historical, cultural, and academic ties with Persian-speaking countries remain strong. Despite this, Persian is less commonly taught compared to global languages such as English or Russian. Traditional grammar-translation methods have dominated language instruction for decades. However, contemporary education demands more dynamic, communicative, and culturally integrated approaches. This paper aims to explore innovative methods for teaching Persian as a foreign language in Central Asia and to identify effective strategies for language acquisition.

Methods

A qualitative research methodology was employed to analyze recent Persian language teaching practices in Central Asian universities and language centers. Data was collected through literature review of academic articles, official curricula, and interviews with Persian language instructors. The study focused on identifying modern instructional techniques, technology-assisted learning tools, and intercultural teaching practices. Selected data was categorized and analyzed according to their educational effectiveness and adaptability for Central Asian learners.

Results

The analysis revealed several innovative approaches being applied in Persian language instruction:

- Blended Learning: Combining face-to-face classes with online activities through platforms such as Zoom and Google Classroom has increased student engagement and accessibility.

- Communicative Language Teaching (CLT): This method prioritizes interaction and speaking skills through dialogues, role-plays, and group discussions, helping learners practice real-life situations.
- Task-Based Language Teaching (TBLT): Instructors assign tasks like preparing presentations on Persian culture or composing dialogues in Persian, which promotes practical language use.
- Intercultural Integration: Lessons include Persian poetry, traditions, and history to develop students' intercultural communicative competence.
- Digital Resources: The use of Persian e-books, language learning apps, and multimedia materials enhances vocabulary acquisition and listening comprehension.

Discussion

The study confirms that modern teaching methods significantly improve students' motivation and proficiency in Persian. Blended learning models allow learners to balance traditional and digital education. CLT and TBLT encourage active participation, while cultural elements strengthen intercultural awareness, a crucial skill in multilingual Central Asia. Despite these advancements, challenges such as a shortage of qualified Persian instructors and limited availability of contemporary teaching materials persist. Future efforts should focus on developing localized Persian teaching resources and professional development programs for language teachers in the region.

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