

EFFECTIVE STRATEGIES FOR TEACHING PERSIAN AS A FOREIGN LANGUAGE TO UZBEK LEARNERS

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Annotatsiya: Mazkur maqola O‘zbekistondagi talabalar uchun fors tilini chet tili sifatida o‘qitishning pedagogik yondashuvlarini o‘rganadi. Fors va o‘zbek tillari o‘rtasidagi tarixiy, madaniy hamda lingvistik yaqinliklar asosida ayrim o‘qitish uslublari o‘quvchilarning bilim olish jarayonini samarali qilishga xizmat qilishi mumkin. Tadqiqotda kommunikativ metodlar, grammatikani taqqoslab o‘rgatish, yozuv tizimini o‘zlashtirish va so‘z boyligini oshirish texnikalari ko‘rib chiqiladi. Natijalar shuni ko‘rsatadiki, madaniy jihatdan mos materiallar va o‘zbek hamda fors tillari o‘rtasidagi taqqoslashlar o‘quvchilarning qiziqishini, eslab qolish qobiliyatini hamda tushunishini sezilarli darajada oshiradi.

Kalit so‘zlar: Fors tili, o‘zbek o‘quvchilari, chet tilini o‘qitish, kommunikativ yondashuv, taqqoslovchi grammatika, tilni o‘zlashtirish.

Introduction

Persian (Farsi) is an Indo-Iranian language spoken predominantly in Iran, Afghanistan (as Dari), and Tajikistan (as Tajiki). In Uzbekistan, there has been growing interest in Persian due to cultural solidarity, shared literary heritage, and scholarly collaboration. Although Persian and Uzbek belong to different linguistic stocks — Indo-Iranian and Turkic respectively — historical cultural contact over centuries has produced many cognate items of vocabulary and concept similarities. These aspects pose challenges and opportunities when teaching Uzbek students Persian. The biggest challenges are script unfamiliarity, phonetic differences, and convergent grammatical structures. For improved outcomes, language teachers need to apply tailored methods that take into account the linguistic background and learning needs of Uzbek students.

Methods

The research approach utilized in this paper includes qualitative analysis of classroom observation from Persian language classes at Uzbekistan State World Languages University, teacher interviews, and student questionnaires. It also entails secondary data from peer-reviewed academic journals on Persian language learning and pedagogy of foreign language teaching. The practices in the classrooms were studied for effectiveness on the basis of student performance, feedback, and engagement. The research was targeted towards beginner and pre-intermediate Uzbek students between 18 to 23 years of age.

Results

1. Comparative Grammar: With instructors highlighting similarity in the use of Uzbek and Persian grammatical structures, prior knowledge was more easily transferred to new understanding with easier acquisition of concepts. An example of such was with postpositions used in Uzbek and prepositions in Persian, with greater ease given to highlighting contrasts of sentence building.

2. Visual Aids and Script Acquisition: The most significant barrier for Uzbek learners is the Persian script, written in a adapted Arabic script from right to left. Flashcards, tracing exercises, and script recognition games were effective to build confidence in reading. Interactive whiteboards and computer programs such as "Write It! Persian" helped visual learners.

3. Communicative Language Teaching (CLT): Role-playing, partner interview, and Persian storytelling with simple contexts promoted fluency development. The most effective sessions were when authentic contexts from everyday life, such as going abroad or going shopping, were employed where learners could use a structured but natural situation. Switching codes from Persian to Uzbek while performing pair work also supported understanding.

4. Cultural Immersion: The integration of Persian culture into the lesson—via short films, food vocabulary, and Iranian traditions discussion—raised learner motivation and made abstract vocabulary more concrete. Students were more engaged and emotionally connected when content included Nowruz celebrations or Persian hospitality norms.

5. Thematic Vocabulary Acquisition: Thematically taught vocabulary—e.g., family, food, travel—allowed learners to make word associations more effectively. Frequent revision using mini tests and memory games consolidated words acquired.

6. Peer Collaboration and Teamwork: Permitting weaker and stronger students to work in pairs for reading and pronunciation exercises promoted peer-assisted learning. Other teamwork exercises such as creating a Persian mini-dictionary or a short skit for a presentation promoted collaboration and learning retention.

Discussion

Uzbek students benefit a great deal if teachers adopt comparative and communicative methods of instruction. Even though Persian writing initially intimidates students, students who are exposed to frequent writing practice achieve reading skill in three or four weeks. Moreover, teachers who are aware of Uzbek students' linguistic heritage are in a better position to plug conceptual gaps with ease. For instance, the concept of *ezāfe* (a Persian grammatical particle) is easier to understand by comparing it with the Uzbek possessive form.

The cultural appropriateness cannot be overstressed. The materials become more engaging to students if they touch their own tradition or are charged with shared regional values. Teachers who introduce authentic materials and have

students practice the language in use instead of memorizing grammar have higher involvement.

Conclusion

Educating Persian to Uzbek students can be challenging but rewarding as well. Comparative grammar descriptions, participative communicative methods, and culturally tailored materials can be employed by teachers to render Persian easy to study. Teachers have to observe not just language-oriented problems but emotional and cultural attachments motivating the learners as well. With proper facilitation, Uzbek students possess a high potential to learn Persian given their linguistic relatedness and cultural affinity. Additional research can explore online resources and the effectiveness of these resources in providing Persian instruction to Uzbek-speaking learners.

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