

Advantages and Disadvantages of Using Modern Technologies in Teaching Arabic

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Abstract: This article analyzes the advantages and disadvantages of teaching Arabic using modern technologies. The paper explores fast vocabulary acquisition, gamification methods, and the effectiveness of simple cartoons in Arabic. It also provides an overview of newly developed electronic dictionaries related to the Arabic language.

Keywords: Arabic language, modern technologies, dictionaries, gadgets, mobile applications, gamification.

Introduction: "In building the New Uzbekistan, we consider our healthy and well-rounded youth as a decisive force. Therefore, we are creating a new system to realize their potential in knowledge, culture, arts, sports, and to encourage entrepreneurial activities.

I repeat again: the foundation of the New Uzbekistan will be knowledge, education, At least 50 joint educational programs and a dual diploma system will be launched in cooperation with top 500 universities in the world. Additionally, each year, 500 talented youth will be sent abroad to study in the most prestigious universities in fields such as biotechnology, artificial intelligence, and other high-tech areas, funded by \$200 million. The enthusiasm of our youth, their active involvement in the future of our nation, and their great hope and confidence in tomorrow, fill us all with pride. The current Uzbekistan is not the same as yesterday's — this is best seen in the achievements and faces of our youth.

My dear children, rest assured — we will continue to create every possible condition and opportunity for your talents and abilities to flourish.

I see each of you as my own son, my own daughter, my own grandchild. Your every success is my success, your every victory is my victory. May you always be worthy

of the great trust and love of our dear Motherland and our hardworking people!" — said Shavkat Mirziyoyev [1].

The Arabic Language and Its Historical Context

Arabic is part of the Semitic language family. Its roots date back to ancient times, with inscriptions from the 5th century BCE to the 4th century CE. Nomadic Bedouin poets held high status within their tribes as they transmitted heroic traditions from generation to generation in poetic form. These poets not only praised their tribes' glory but also defended their honor through powerful language. Their works were preserved orally until the mid-8th century, when they began to be written down.

The Bedouins were considered the bearers of pure Arabic and were believed to possess divine poetic talent. The deeper one traveled into the desert, the purer the Arabic language became. Certain tribes were known for maintaining an especially refined form of the language [2,5].

The Development of the Arabic Language

The evolution of Arabic is typically divided into three main stages: (The three stages will be included here if you provide the continuation.)

The lexical and grammatical formation of Classical Arabic was reflected in the creative works and qasidas (odes) of poets during the Jahiliyyah period (5th–7th centuries). Bedouin nomadic poets held great respect among their tribes, as they were considered transmitters of their tribe's heroic traditions through poetry passed from generation to generation. They used sharp and eloquent language to confront tribal enemies.

With the revelation of the Holy Qur'an, the artistic beauty of Arabic was further enhanced and its grammatical structure became more refined. After the Qur'an was revealed, interest in the Arabic language increased significantly as Islam spread widely throughout the world. Educational centers such as the Kufa and Basra schools were established and became major hubs of learning. The number of Arabic speakers grew steadily. Today, Arabic is spoken by over 200 million people and is one of the six official languages of the United Nations.

Modern Technologies for Teaching Arabic Effectively and Efficiently

To simplify and accelerate Arabic language learning, the following modern technology methods are used:

1. Through video content
2. Through mobile applications and gamification
3. Through distance learning

1. Video Content

On YouTube, there are many videos designed for preschool children to learn Arabic letters through musical techniques. These videos use bright colors to attract the child's attention. This visual and auditory learning approach helps children memorize letters easily.

Short animated cartoons in Arabic are useful for middle-aged children, encouraging them to speak and enhancing vocabulary retention.

For university students, numerous professional Arabic language lessons are uploaded by experienced teachers on YouTube. Over 50 qualified instructors can be found. Some teach with PDF versions of textbooks, while others explain lessons using a whiteboard. Video lectures from instructors at institutions like "Al-Ma'had Al-'Āli" are also available.

2. Mobile Applications and Gamification

Modern technologies, including online platforms and mobile applications, encourage independent learning. For instance, platforms like Duolingo, Memrise, and YouTube accelerate the acquisition of Arabic. For example, learners study new vocabulary through Duolingo and practice using it in speech.

Gamification makes language learning more engaging and motivating. One such example is Kahoot, a platform where instructors post multiple-choice questions. Students join the game in real-time and compete by answering questions. The platform automatically determines the top three winners at the end.

There are approximately 12.3 million Arabic words. In Uzbekistan, many Arabic-Uzbek dictionaries are available, such as the four-volume Qomus, Qomus al-Mahrusa, and Pocket Arabic-Uzbek Dictionary. However, carrying large dictionaries everywhere is inconvenient.

To solve this issue, mobile electronic dictionaries have been developed, which are highly useful for both teachers and students. Examples include:

- **Al-Jawahir**
- **Arabus**
- **An-Naim**
- **Google Translate**
- **Arabic Dictionary**

The Arabus app is particularly helpful in identifying verb roots, their patterns (forms), verbal nouns (masdars), and plural forms. During my Arabic studies, this app proved highly effective. It is user-friendly and fast, containing a database of 100,000 words. It was compiled by K.K. Baranov, a Russian Arabist and founder of an Arabic language school in Moscow. The An-Naim dictionary was written based on Baranov's work.

The Concept of E-Pedagogy

E-pedagogy is a scientific field focused on studying, predicting, and describing the educational process within an information-rich learning environment integrated with information and communication technologies (ICT).

The emergence of the necessity to theoretically justify and practically apply ICT in education is due to the growing role of technology in modern teaching and learning environments.

Firstly, the teacher is no longer just the organizer of the educational process but is increasingly becoming one of the sources of acquiring knowledge. Secondly, in the current stage of scientific and technological progress, the rapid increase in information and the limited time to utilize it in the teaching process, as well as the demands of thoroughly preparing students for social and professional life, necessitate the integration of modern technologies into the education system.

The fundamental reforms in the education sector in our country require the development of methodological

support for the learning process in every educational institution. According to experts, modern information and communication technologies will remain the main source of pedagogical innovations in the coming years.

The main goal of e-pedagogy is to organize the teaching-learning process effectively within the modern ICT environment. The subject of e-pedagogy is the pedagogical system itself. The use of hypertext, hypermedia, graphics, animation, and audio software in the introduction of information technologies into the education system has proven highly effective.

An analysis of experiences gathered both abroad and in our country shows that software tools based on information technologies, as new quality tools in teaching, offer broad possibilities for accelerating the educational process and differ fundamentally from traditional teaching aids [3, 14].

Distance Learning

In improving their knowledge and skills, teachers and students attend online classes with Arab-speaking teachers via platforms like Zoom and Telegram. This creates convenient learning conditions for them.

In 2019–2020, the COVID-19 pandemic began to spread in Uzbekistan for the first time. Starting from March 16, all kindergartens and higher education institutions in Uzbekistan were closed for quarantine to prevent the spread of coronavirus, and students were temporarily given a break. However, instead of suspending classes, they were transitioned to online formats. Exams were conducted on time via smartphones by teachers, allowing students to use their time productively.

Disadvantages of Using Modern Technology in Teaching Arabic:

Health risks: If students do not follow daily usage limits of gadgets, it can negatively affect their health. Examples include impaired vision, development of neck hernia, distraction from the main goal leading to wasted time, and decreased memory due to rapid information switching.

Negative content: Cartoons with harmful content may promote violence against animals, bullying, acquiring wealth through unethical means, parasitism, or theft. Although such messages may not be direct, they affect the subconscious. Children do not consciously comprehend these aims but imitate the behavior of cartoon characters. Bright images, loud sounds, and playful themes attract children's attention, and they often cannot stop watching.

As a result, we frequently hear of children imitating cartoon characters — jumping from heights, pointing a "gun" at a sibling, or copying behaviors from another religion or culture. Especially when children watch

cartoons via the internet on smartphones, they are often unable to control themselves, wanting to watch every video clip in the feed. Since the feed never ends, they become media-dependent. Consuming too much information mentally exhausts the child and leads to physical and cognitive development delays.

The primary responsibility for protecting children from harmful information lies with parents. Years of using a smartphone as a toy may make it difficult to break media addiction, even with support from pedagogy, psychology, special education, or healthcare systems [4].

Smartphones are strictly prohibited for children under 2 years of age. Failure to comply may lead to speech delays. Children lose interest in outdoor play and physical activities, leading to sedentary lifestyles. Compared to media-addicted children, those who grow up without gadgets show broader, deeper thinking, are stronger, more hardworking, and curious.

Some students, instead of attending classes, waste time at entertainment venues with friends. They rely on online materials to understand missed lessons. Unfortunately, online resources often do not cover all aspects of a topic. Videos uploaded are usually short to increase viewership and spread quickly, but they fail to explain subjects in depth.

Getting used to such short videos leads to impatience, difficulty concentrating, and an inability to engage deeply and attentively with a subject for a long time. Compared to 20 years ago, today's generation rarely reads books due to a lack of patience. Previous generations read at least 20 or more books, as they had no phones and filled their time with books and crafts.

CONCLUSION

In the digital "attention economy," those who succeed in capturing more of our time through websites, apps, or games become wealthy and famous. The longer a product holds a person's attention, the more profit it generates for its creators. It's no surprise that attention-capturing has become a whole science, using psychology, sociology, and neurobiology to influence us [5].

To avoid distractions and promote effective learning, modern technology should be used moderately and correctly, and children should only watch selected, positive cartoons. While watching cartoons, children should be reminded to maintain good posture and watch from a distance — these reminders could even be incorporated into the cartoon and delivered by its characters for better impact.

Additionally, children should be taught to befriend books, not just cartoons. In schools and universities,

one quarter of a lesson per week could be devoted to reviewing how well students have understood a topic. This could be done using interactive quiz-style games on mobile devices to break the monotony and increase student interest. These methods will motivate them to study more seriously to perform better in the next such game session.

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