

Methodological Opportunities For Using The Works Of Eastern Thinkers In English Language Education

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Abstract: This article discusses the methodological opportunities for using the works and pedagogical ideas of Eastern thinkers in English language education. The study focuses on the educational views of Abu Nasr Al-Farabi, Abu Ali ibn Sina, Alisher Navoi, and Yusuf Khass Hajib, particularly their ideas related to knowledge, moral education, intellectual development, reading culture, and independent thinking. The article highlights how the works of Eastern thinkers can be integrated into English lessons through reading comprehension tasks, text analysis, discussions, translation activities, vocabulary development, and critical thinking exercises. It is emphasized that using such materials in English language education not only improves students' linguistic competence but also develops their cultural awareness, moral values, and professional outlook. The article concludes that the pedagogical heritage of Eastern thinkers serves as an effective methodological resource for enriching the content of English language teaching and developing students' communicative and analytical skills.

Keywords: Eastern thinkers, English language education, methodological opportunities, pedagogical heritage, reading comprehension, text analysis, critical thinking, cultural awareness, moral education, communicative competence.

Introduction: In the modern context of English language education, the integration of cultural, historical, and pedagogical heritage into the teaching process is becoming increasingly important. English language teaching is not limited only to the development of linguistic skills; it also involves shaping students' worldview, critical thinking, intercultural awareness, and moral values. Therefore, the use of meaningful and culturally rich materials in English lessons can make the learning process more effective and purposeful. In this regard, the works of Eastern thinkers provide valuable opportunities for enriching the content of English language education and developing students' intellectual and spiritual potential.

The pedagogical ideas of Abu Nasr Al-Farabi, Abu Ali ibn Sina, Alisher Navoi, Yusuf Khass Hajib and other Eastern scholars are closely connected with the concepts of knowledge, education, morality, wisdom, independent thinking, and personal development. Their works can be

effectively used in English language classes through reading comprehension, text analysis, discussion, translation, vocabulary development, and critical thinking activities. Integrating the works of Eastern thinkers into English language education helps students not only improve their language skills but also understand national and universal values. Thus, the pedagogical heritage of Eastern thinkers can serve as an important methodological resource in preparing future English language teachers and developing their professional competence.

Reading skills play a significant role in English language education, as they help students understand written texts, expand vocabulary, develop analytical thinking, and form independent opinions. According to W. Grabe [3], reading is not a passive process of recognizing words, but an active cognitive activity in which learners connect the information in the text with their background knowledge. From this point of view,

reading develops not only linguistic competence but also students' ability to think critically and interpret meaning. Therefore, the use of the works of Eastern thinkers in English lessons can create meaningful reading materials that encourage students to analyze, compare, and evaluate ideas.

F.L. Stoller [4] emphasizes that effective reading instruction should include different strategies such as skimming, scanning, predicting, inferring, and summarizing. These strategies help learners understand both the general meaning and specific details of a text. The works of Eastern thinkers can be used as valuable sources for such activities. For example, selected passages about knowledge, morality, justice, education, and personal development from the works of Al-Farabi, Ibn Sina, Alisher Navoi, and Yusuf Khass Hajib can be adapted into English reading texts. Through these texts, students can identify the main idea, find supporting details, interpret unfamiliar vocabulary, and express their own opinions.

C. Nuttall [8] states that reading in a foreign language should develop learners' ability to understand meaning beyond individual words and sentences. She points out that students should learn to recognize the author's purpose, attitude, and message. This idea is especially relevant when working with the pedagogical heritage of Eastern thinkers, because their works contain deep moral, philosophical, and educational meanings. By reading and discussing such texts in English, future teachers can develop their comprehension skills as well as their ability to analyze cultural and ethical content.

Jeremy Harmer [5] also notes that reading activities should be interactive and purposeful. In his view, learners read more effectively when they are given clear tasks before, during, and after reading. Based on this approach, the works of Eastern thinkers can be used in English lessons through pre-reading questions, vocabulary tasks, while-reading comprehension exercises, and post-reading discussions. For instance, before reading a text about knowledge in Al-Farabi's views, students may discuss the role of education in human development. After reading, they can compare the thinker's ideas with modern educational principles and present their conclusions in English.

Richards and Rodgers [9] highlight that language teaching should be communicative and meaningful.

This means that reading should not be separated from speaking, writing, and critical discussion. The texts based on Eastern thinkers' works can serve as a basis for integrated skill development. After reading a passage, students may summarize it, discuss its main message, write a reflection, or prepare a short presentation. Such activities help future English language teachers develop not only reading competence but also communicative, cultural, and professional competence.

Thus, the ideas of English scholars on reading skills show that reading is a complex process involving comprehension, interpretation, critical thinking, and communication. The integration of Eastern thinkers' works into English language education provides rich methodological opportunities for developing these skills. Such an approach makes reading lessons more meaningful, culturally valuable, and professionally oriented for future English language teachers.

Conclusion

In conclusion, the use of the works of Eastern thinkers in English language education provides important methodological opportunities for developing students' reading skills. The pedagogical ideas of Al-Farabi, Ibn Sina, Alisher Navoi, Yusuf Khass Hajib and other Eastern scholars enrich the content of English lessons with moral, cultural and intellectual values. Their works can be effectively used as reading materials to develop students' comprehension, vocabulary, analytical thinking and ability to interpret texts.

Moreover, integrating the heritage of Eastern thinkers into reading activities helps learners connect language learning with national and universal values. Through tasks such as text analysis, discussion, summarizing, translation and reflection, students become more active and thoughtful readers. Therefore, the works of Eastern thinkers can serve as a valuable methodological resource for improving reading competence and forming the professional, cultural and moral outlook of future English language teachers.

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