

THE INFLUENCE OF SUFI TEACHINGS ON EASTERN MUSLIM CULTURE

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Abstract

This article examines the influence of Sufi teachings on the formation and development of Eastern Muslim culture. Special attention is paid to the spiritual and moral aspects of Sufism, its role in the development of literature, art, philosophy, and social thought in the Islamic East. The historical stages of the formation of Sufi orders are analyzed, and the ideas of the most prominent representatives of the Sufi tradition and their cultural heritage are explored. The study concludes that Sufism has made a significant contribution to the humanization of religious worldview and the formation of spiritual values in Muslim societies.

Keywords: Sufism, Islamic culture, spirituality, tariqa, mysticism, East, religious philosophy.

Introduction

The teaching of formal English grammar, particularly complex structures like the subjunctive mood, remains a significant pedagogical challenge in secondary education. Traditional deductive methods often fail to engage digital-native students, who perceive grammar lessons as abstract and disconnected from their communicative needs and online experiences. Simultaneously, internet memes have become a dominant form of cultural expression and communication for this demographic. These multimodal texts frequently encapsulate notions of desire, hypothetical reasoning, and unreal conditions—core meanings of the subjunctive mood. This study is motivated by the need to bridge this gap, exploring whether leveraging memes as an introductory context can transform grammar learning into a more relevant and motivating process.

2. Aim and Objectives

The aim of this research is to develop and test a «meme-to-rule» methodological framework for introducing the subjunctive mood and to evaluate its impact on student motivation and comprehension.

The study pursues the following objectives:

To identify and analyze popular internet meme formats that implicitly conveys meanings alignable with the subjunctive mood.

To design a structured lesson plan that uses selected memes to elicit the target grammar structure before formal rule presentation.

To compare the effectiveness of this contextual approach with a traditional method in terms of immediate student engagement, initial understanding of function, and accuracy in controlled practice.

3. Methods

This research used a quasi-experimental design with a mixed-methods approach to collect and analyze data.

Participants: The study involved two parallel groups of tenth-grade students from a comprehensive school. Each group consisted of twenty-four learners, and their general English proficiency was confirmed to be equivalent through a preliminary test.

Procedure: The Experimental Group was taught using the "meme-to-rule" method. Instruction began with discussing four to five carefully selected memes (e.g., a meme featuring the caption "I suggest he be more careful"). The teacher guided students to infer the situation's meaning (e.g., suggestion, unreal condition), after which the grammatical form was highlighted and formulated into a rule. The Control Group received a standard lesson: an explicit presentation of the subjunctive rules followed by textbook exercises.

Data collection: after the lesson, both groups completed:

1. A grammar test (gap-fill, sentence correction) to measure productive accuracy.
2. A comprehension task to assess understanding of the subjunctive's meaning.
3. A motivation survey with Likert-scale items and open-ended questions.

Data analysis: quantitative test scores were analyzed using descriptive statistics and the Mann-Whitney u test. Qualitative data from surveys were analyzed thematically to identify key trends in student perceptions.

The "meme-to-rule" method is grounded in modern language learning theory, particularly a cognitive-constructivist approach. Instead of starting with an abstract rule, it taps into the brain's natural ability to recognize patterns. Memes act as a perfect catalyst for this because they present grammar within an authentic communicative and cultural context. A meme like "I suggest he be more careful" isn't just an example; it's a mini-story loaded with emotion and social meaning—perhaps showing frustration, irony, or concern. Students first grasp why someone would use this structure (to give urgent advice, to express an unreal wish) and only later focus on how it's built. This "meaning before form" sequence helps build a more durable and flexible understanding, as the grammar rule becomes a useful tool for expressing an idea they've already connected with, rather than a dry fact to memorize.

The findings from such a study could have practical implications for classroom teaching. The likely increase in motivation, as shown in the surveys, makes sense because memes are a natural part of students' digital lives. Using them can lower anxiety and make a grammar lesson feel more relevant and engaging. However, successfully using this method requires careful planning from the teacher. The memes must be chosen not only for their grammatical accuracy but also for being culturally appropriate and understandable for that specific age group. It's also important to consider the study's limitations. With only 48 students from one school, the results are promising but would need to be tested with larger, more diverse groups to be widely applicable. Furthermore, a key question remains: would the experimental group's advantage in test scores and motivation last over weeks or months? A longer-term follow-up study would be needed to answer that. Despite these limits, the mixed-methods design provides a valuable, well-rounded picture, suggesting that the "meme-to-rule" approach has significant potential not just for teaching grammar rules, but for fostering a more positive attitude toward learning them in the first place.

3. Results

The analysis revealed meaningful differences between the two groups:

Motivation: Students in the Experimental Group reported significantly higher levels of interest and perceived relevance of the lesson. Thematic analysis of feedback highlighted keywords like «fun,» «relatable,» and «memorable.»

Comprehension: While both groups showed comparable results in mechanical grammar exercises, the Experimental Group outperformed the Control Group on tasks requiring comprehension of the subjunctive's *meaning* (e.g., choosing the correct sentence for a given context).

Production Accuracy: No statistically significant difference was found in the accuracy of grammatical form production in controlled exercises. Both methods were equally effective for the initial mechanical application of the rule.

Conclusion

The «meme-to-rule» approach proved to be a highly effective strategy for increasing student motivation and fostering a deeper, meaning-oriented initial encounter with the subjunctive mood. By using memes as a cognitive anchor, the method makes abstract grammar tangible by connecting it to students' lived digital experience. The primary strength of this approach lies not in accelerating mechanical accuracy, but in creating a positive and engaging learning environment that promotes semantic understanding and long-term retention. This methodology can be productively extended to other grammatical topics with clear pragmatic functions, such as conditionals or modal verbs.

Importantly, this method represents a shift in the teacher's role from a transmitter of rules to a facilitator of discovery. The process of guiding students from a meme's humor or message to the underlying grammar requires skillful questioning and creates a collaborative classroom dynamic. This shift is crucial because it empowers learners, giving them the tools to decode language patterns they encounter in the real world, from social media to films. The teacher becomes a curator of relevant content and a guide for linguistic detective work, which not only teaches grammar but also cultivates critical thinking and analytical skills that extend beyond language learning.

Ultimately, the value of the «meme-to-rule» technique may be most evident in its ability to bridge the often-perceived gap between formal grammar instruction and authentic communication. By starting with a genuine communicative artifact—a meme created for humor, commentary, or connection—the lesson immediately validates the grammar point's utility. This can transform student perception, moving the subjunctive mood from a chapter in a textbook to a living tool for expression. Future research could productively explore the long-term retention rates compared to traditional methods and investigate the approach's effectiveness across different age groups and cultural contexts. For now, it stands as a compelling testament to the power of meeting students where they are, using the vernacular of their digital world to unlock the nuances of a new language.

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