

**O‘ZBEKISTON RESPUBLIKASI OLIY TA’LIM,
FAN VA INNOVASIYALAR VAZIRLIGI**

TOSHKENT DAVLAT IQTISODIYOT UNIVERSITETI

“XORIJIY TILLARNI O‘QITISH” KAFEDRASI



***“XORIJIY TIL TA’LIMINI MODERNIZATSIYA QILISH
MUAMMOLARI VA ISTIQBOLLARI”***

***mavzusida Respublika ilmiy-amaliy konferensiyasi
materiallari to‘plami
(2024 yil 20 noyabr)***

**TOSHKENT
«Tahririy nashriyot» TDIU
2024**

Mazkur to'plamda ***“Xorijiy til ta'limini modernizasiya qilish muammolari va istiqbollari”*** mavzusida Respublika ilmiy-amaliy anjumani materiallari kiritilgan. Unda ingliz, o'zbek, rus tillarida mamlakatimiz talaba-yoshlariga xorijiy tillarni o'rgatishda, ularni tilga bo'lgan qiziqishini yanada takomillashtirishga hissa qo'shadigan bir qator ma'lumotlar keltirilgan.

Ilmiy maqola-tezislarni yozishda har bir muallif bugungi kun uchun foydali manbaalardan foydalangan va ularni tahlil qilgan. Anjuman materiallari to'plamidan o'qituvchilar, talabalar, magistrlar va ilmiy izlanuvchilar o'z bilim doiralarini kengaytirishda foydalanishlari mumkin.

Mazkur Respublika ilmiy-amaliy konferensiya materiallari O'zbekiston Respublikasi Oliy ta'lim, fan va innovatsiyalar vazirining 2024-yil 18-yanvardagi 16-son buyrug'i ijrosini ta'minlash maqsadida (Universitetning 2024 yil 7 fevraldagi № 55-sonli qaror) asosida nashr etildi.

ILMIY-AMALIY KONFERENSIYANING TAHRIRIYATI VA TASHKILIY QO'MITASI

<i>T.Z. Teshabayev</i>	<i>iqtisod fanlari doktori, professor</i>
<i>S.U. Mehmonov</i>	<i>iqtisod fanlari doktori, professor</i>
<i>G.K.Abduraxmanova</i>	<i>iqtisod fanlari doktori, professor</i>
<i>Saidova F.B</i>	<i>ped. fan. bo'yicha falsafa doktori (PhD)</i>
<i>Yo'ldoshova U.B</i>	<i>professor</i>
<i>Kayumova K.N</i>	<i>ped. fan. bo'yicha falsafa doktori (PhD)</i>
	<i>filol. fan. bo'yicha falsafa doktori (PhD)</i>
	<i>dotsent</i>
<i>Siyayeva G.A</i>	<i>sotsiolog.fan.bo'yicha falsafa doktori</i>
	<i>(PhD) dotsent</i>
<i>Irgasheva Sh.S</i>	<i>katta o'qituvchi</i>

Taqrizchilar:

Yo'ldoshova U.B. - TDIU “Xorijiy tillarni o‘qitish” kafedrası dotsenti,, PhD

Atayeva N.S - O‘zDJTU “Ingliz tili nazariy fanlar” kafedrası professori, PhD

Mazkur to'plamga kiritilgan ma'ruza–tezislarning mazmuni, sifati, keltirilgan faktlar va barcha ma'lumotlarning aniqligi, shuningdek, ochiq nashr etish man qilingan ma'lumotlarni ommalashtirgani uchun hamda tanqidiy fikr-mulohazalarga ma'ruza va tezislar mualliflari mas'uldirlar.

© *Toshkent davlat iqtisodiyot universiteti,*
“Xorijiy tillarni o‘qitish” kafedrası, 2024 .

© *«Tahririy nashriyot» TDIU, 2024.*

13	Nigmatova Dilso‘z Yadgarovna - significance role of learning foreign languages.....	70
14	Акбаева Хулкар Бахадировна Использование мультимедийных презентаций на занятиях иностранного языка	73
15	Шадманбекова Камола Абдулазизовна - Основные приоритеты изучения иностранных языков	77
16	Yo‘ldoshova Umida Baxtiyor qizi, Ahmadov Ozodbek Mansurjon o‘g‘li - Nutq faoliyati turlarini kompetensiyaviy yondashuv asosida takomillashtirishning zarurati	80
17	Khalilova Himoyat Khatamovna, Musirmanova Lobarkhon - Special issues of teaching english for specific purpose	84
18	Turgunova Farida Maxammadjanovna - Developing spontaneous speech skills in english for future journalists	87
19	Kayumova Kamola Nasirovna, Umida Abduqodirova Qobiljonovna Using information technology in foreign language teaching for developing grammatical skills	93
20	Pulatova Dilrabo Dilshodovna - Distinctive features of developing students’ linguocultural competence in foreign language teaching.....	95
21	Khamrayeva Shahlo, Khamrayeva Rukhshona - The Impact of Motivation on English Language Learning	101
22	Fayazova Dilfuza Sadilloyevna - Enhancing language proficiency using contemporary techniques	105
23	Ishankhodjayeva Feruza Abduboriyevna., O. Saidnazarova - Business games as a means of professionalizing economics students' education	110
24	Rukhitdinov Khayrullo - Enhancing listening and speaking skills of visually impaired students through interactive methods in universal distance learning environments: Challenges, experiences, and prospects	113
25	Shadmanbekova Kamola Abdulazizovna, Yo‘ldosheva Gulixonim Umariddin qizi - Using tasks and exercises to improve students. speaking skills	122
26	Pulatova Dilrabo Dilshodovna- Фнализ подходов к формированию лингвокультурной компетенции в иностранных языках.....	125
27	Kazakova Dilara Gaffarovna - Innovative approaches and best practices in interdisciplinary integrated language education	132
28	Azimov Azamat Khayrulloevich - Effective strategies for developing communicative language teaching	139



EFFECTIVE STRATEGIES FOR DEVELOPING COMMUNICATIVE LANGUAGE TEACHING

Azimov Azamat Khayrulloevich

Teacher of the department

"English Language theoretical aspects"

Uzbekistan State University of World Languages.

Email: aazamat_77@mail.ru

Abstract. This article reveals on a contemporary methodologies in modern foreign language teaching. It explores into essential professional skills required by language teachers, emphasizing the importance of understanding learners' personalities, planning effective communication strategies, and evaluating teaching outcomes. Additionally, it discusses the significance of cultural immersion, language proficiency, and the cognitive-action approach in language learning. The text also explores the pragmatic aspects of language teaching, highlighting the integration of technology and learner-centered approaches. It introduces Communicative Language Teaching (CLT) as a framework that prioritizes meaningful communication, authentic language use, and cultural competence. Furthermore, the article highlights the components of communicative competence and the role of technology in language education. Overall, it provides valuable insights into the evolving landscape of foreign language teaching, emphasizing communication, cultural understanding, and learner engagement as key factors in achieving language proficiency and intercultural competence.

Key words: Communicative Language Teaching (CLT), intercultural interference, foreign language teaching, language proficiency, intercultural competence, national concept.

Introduction: Communicative Language Teaching (CLT) stands out as a widely recognized approach that prioritizes the development of communicative competence and meaningful interaction in language learning contexts. In recent years, there has been a growing interest in assessing the effectiveness of CLT principles and modern teaching approaches within diverse educational settings, including Uzbekistan. This study aims to explore the application and impact of CLT principles and modern teaching methods in Uzbekistan's language curriculums. By

investigating the integration of CLT principles and contemporary teaching methodologies, approaches in enhancing language learning outcomes and promoting communicative competence among learners in Uzbekistan.

Communicative Language Teaching (CLT) is an approach to language teaching that prioritizes the development of communicative competence—the ability to use language fluently and effectively in real-life situations. CLT emphasizes meaningful communication, authentic language use, and learner-centeredness. It consists of several components and strategies aimed at facilitating language learning through communication. Here are the key components and strategies of CLT.

1. **Authentic Materials and Situations:** CLT advocates for the use of authentic materials and situations that reflect real-life language use. Authentic materials include newspapers, magazines, advertisements, videos, podcasts, and authentic texts related to learners' interests and needs. Authentic situations refer to tasks and activities that simulate real-world communication contexts, such as role-plays, simulations, problem-solving activities, and communicative tasks.

2. **Functional Language Use:** CLT focuses on teaching language functions or communicative purposes rather than isolated grammar points or vocabulary. Learners are exposed to language functions such as making requests, giving opinions, expressing preferences, describing experiences, and negotiating meaning. Language functions are taught in context and practiced through meaningful communication activities.

3. **Task-Based Learning:** Task-based learning is a central component of CLT. Tasks are communicative activities that require learners to use language to accomplish a specific goal or objective. Tasks can be information-gap activities, opinion-sharing tasks, problem-solving tasks, or decision-making tasks. Learners engage in authentic communication while completing tasks, which promotes language acquisition and fluency.

4. **Interactive and Collaborative Learning:** CLT promotes interactive and collaborative learning experiences that engage learners in meaningful communication with their peers. Interactive activities include pair work, group

discussions, role-plays, debates, and information exchanges. Collaborative activities require learners to work together to complete tasks, solve problems, or achieve common goals, fostering cooperation and communication skills.

5. Error Correction and Feedback: In CLT, error correction and feedback are provided in a communicative context to promote accuracy and fluency. Teachers provide corrective feedback on language errors during or after communication tasks, focusing on meaning rather than form. Learners are encouraged to self-correct and reflect on their language use, which facilitates language learning and improvement.

6. Cultural Competence: CLT emphasizes the development of cultural competence—the ability to understand and navigate cultural differences in communication. Learners are exposed to authentic cultural materials and contexts that reflect the cultural norms, values, and practices of the target language community. They learn to adapt their communication strategies to different cultural contexts and develop intercultural communication skills.

7. Role of the Teacher: In CLT, the role of the teacher is that of a facilitator. Teachers create communicative tasks and activities that promote interaction and language use among learners. They provide support, feedback, and scaffolding to help learners achieve communicative goals. Teachers also create a supportive and inclusive learning environment that encourages risk-taking and participation.

8. learner-centeredness: CLT is learner-centered, meaning that learners are actively involved in the learning process and have autonomy over their learning. Learners' interests, needs, and preferences are taken into account when designing communicative tasks and activities. Learners are encouraged to take ownership of their learning, set goals, and monitor their progress.

Certainly! In Communicative Language Teaching (CLT), there are four main components that contribute to language learning and proficiency. These components are linguistic, sociolinguistic, pragmatic or discourse, and strategic competence. We will briefly explain each one below:

1. Linguistic Competence: This component focuses on the grammatical and lexical aspects of language. Learners develop linguistic competence by acquiring

knowledge of grammar rules, vocabulary, sentence structure, and pronunciation. Linguistic competence enables learners to produce grammatically correct and lexically appropriate utterances in the target language.

2. Sociolinguistic Competence: Sociolinguistic competence refers to the ability to understand and use language appropriately in different social contexts and situations. This involves awareness of social norms, cultural conventions, politeness strategies, and register variations. Sociolinguistic competence enables learners to adapt their language use according to the social roles, relationships, and cultural norms of the communication context.

3. Pragmatic or Discourse Competence: Pragmatic or discourse competence involves understanding the conventions of discourse, including turn-taking, coherence, cohesion, and speech acts. Learners develop pragmatic competence by learning how to initiate, maintain, and end conversations appropriately, as well as how to interpret implied meanings, indirect speech acts, and conversational implicatures. Pragmatic competence enables learners to engage in effective communication and convey intended meanings in various discourse contexts.

4. Strategic Competence: Strategic competence refers to the ability to use communication strategies to overcome communication barriers and achieve communication goals. This involves employing various strategies such as circumlocution, clarification requests, self-repair, and negotiation of meaning. Strategic competence enables learners to compensate for gaps in linguistic knowledge, manage communication breakdowns, and enhance overall communicative effectiveness.

Here is the effectiveness of the technology in the development of communicative teaching speaking skills in English among them. Consequently, the main purpose of foreign language teaching is to develop communicative competence. Communicative teaching technology is aimed at building communicative competence training, which is the base needed to adapt to modern conditions of intercultural communication [10: 3]

The concept of "*method*" has two meanings in the methodology of teaching

and learning: method as a methodological system or a fundamental direction in teaching a subject in a specific historical period of the development of science, and method as a way and method of achieving a certain goal in teaching and teaching ([2], p. 228). This section will cover some aspects related to the methods of teaching AI in the second meaning of this concept. At the same time, we will focus on new trends in the selection of methods that focus primarily on the above-mentioned goal of teaching as the formation of the main features of the secondary language personality in learners.

Based on this aim and the general laws of teaching the subject at the present stage, it can be argued that methods are a set of methods and techniques of joint coordinated activity of the teacher and learners, as well as learners with each other, in the process of which the latter achieve a certain level of proficiency in the FL and have a significant developmental impact on the personality of the learner, on his ability and willingness to use the studied language as a means of social interaction and mutual understanding with representatives of another culture, a means of cognition of the latter.

The selection of modern methods of teaching (*methods, techniques, forms of education*) it is necessary to take into account the following criteria, according to which the methods used should:

- ✓ to create an atmosphere in which the learner feels comfortable and freely; to stimulate the interests of the learner, to develop the desire to practically use a FL as well as the need to learn, thereby making the real achievement learner success in mastering the subject;
- ✓ to affect the personality of the learner as a whole, to involve his emotions, feelings and sensations in the educational process, to relate to his real needs, to stimulate his speech, cognitive, creative abilities;
- ✓ to activate the learner, making him the main actor in the educational process, actively interacting with other participants in this process;
- ✓ create situations in which the teacher is not the central figure; the learner must realize that the study of a FL is more related to his personality and interests

than to the methods and means of teaching set by the teacher;

- ✓ to teach the learner to work on the language independently at the level of his physical, intellectual and emotional capabilities-therefore, to ensure the differentiation and individualization of the educational process;

- ✓ provide for various forms of work in the classroom: individual, group, collective, fully stimulating activity, learners, their independence, creativity, etc.

The FL that is assimilated with their (methods) help should be perceived by learners as a tool and means of social interaction with communication partners.

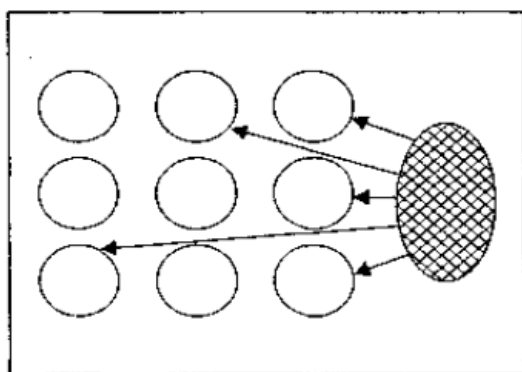


Fig. 1

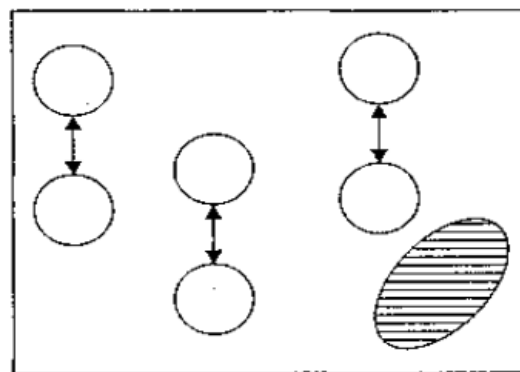


Fig. 2. Pair work

It is considered that communication in the process of learning a FL can be "one-sided" and "multi-sided" ([10], p.32). In the first case, we mean the organization of the educational process, in which "the teacher asks/encourages the learner to speech activity — the learner answers". This process, as we pointed out above, is based on the "stimulus-response" scheme. Such a learning paradigm is characterized by the widespread use of so-called frontal forms of work.

As for "multi-channel" communication, the typical forms of work for it are group and collective, in which each learner has the opportunity to express himself as an independent and full-fledged participant in a particular activity.

We will try to present schematically all the connections that arise between the participants of the educational process. In the first figure (Figure 1), a "one-sided" communication paradigm is modeled in the FL lesson. It corresponds to learning as

“The transfer of knowledge, skills and abilities” (see above). We have already given a general description of this model.

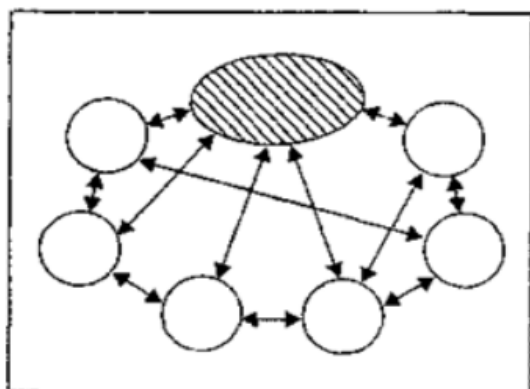


Figure 3. Collective discussion of the problem, discussion

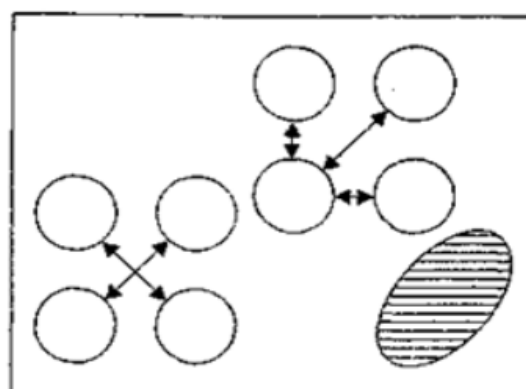


Figure 4. Group work

The model of “multi-sided” communication in the classroom has a more complex structure of relationships and relationships between the participants of the educational process (see Fig. 2, 3, 4). It represents learning as the “free disclosure of personal capabilities” of both teachers and learners and, as the figure shows, significantly changes the positions of all participants in the educational process.

In this regard, the most interesting, in our opinion, is the analysis of the so-called project work, as well as exercises/tasks that have an interactive nature (aimed at the interaction of learners).

The successful implementation of the target aspects of teaching a FL in their modern understanding fully depends on the level of professional teaching of a FL teacher. They must have professional competence, i.e. the ability to effectively carry out their teaching (*teaching*) activities. An indicator of the formation of this competence is the professional skill of the teacher, which consists of a set of professional knowledge and skills to apply this knowledge in practice, to transfer the acquired knowledge and skills to new learning conditions, as well as a positive attitude to their professional activities.

Thus, **professional skill** is the relationship of professionally significant knowledge and experience of teaching a teacher, his creative and personal qualities. In other words, the teacher of the FL should know the subject that he / she is teaching and how he/she should build the pedagogical process in order to achieve positive results in achieving the goal of teaching the FL — the development of secondary language personality traits in learners. They should be creative in their profession, reflecting their teaching experience in accordance with the individual characteristics of the learners and the specific learning conditions. But to be a true professional, it is not enough just to know the subject and the ability to teach it. What is important is the teacher's desire to work in this field, their positive attitude towards teaching work and the need to improve their professional knowledge and skills.

The teacher must have professional knowledge:

- the system of language and the main linguistic and linguodidactic categories, as well as the culture of the country of the foreign language, its history and modern development problems, including modern problems of foreign peers of learners with whom he has to work;
- the main provisions of the general education concept at a certain stage of the development of the society of the state general education policy, including the state educational policy;
- the psychology of the learner's personality in each specific "era" of its development, the patterns of assimilation of a FL in the educational environment;
- the main requirements imposed by society and science on the teacher, his level of professional skill and personal qualities;
- the main laws of teaching and learning, as well as the content and specifics of all components of the learning process: goals, content, methods, and means of teaching from the point of view of their historical development and current state.

The teacher of a FL must be able to apply the above knowledge in practice. This means that the learner must be able to use a FL as a means of communication and model the situations of speech communication in the educational process. His

level of language teaching should allow him to build the entire educational process in a FL. Given that the teacher is, as a rule, the only "*native speaker*" of the foreign language, special requirements are imposed on the level of his language teaching. This means that the teacher's speech must be authentic, normative and expressive. However, this is not enough. He needs to be able to adapt his speech in English to the possibilities of understanding it by learners of a certain level of teaching in the subject and provide for the gradual expansion of these opportunities. To do this, the teacher must have a certain "*repertoire*" of classroom expressions, which allows him to build the process of interaction with children in the classroom, to encourage them to cross-cultural learning. In addition to verbal means, this repertoire also includes non-verbal elements: *gestures, facial expressions*.

The teacher of a FL must simultaneously manage both the process of learners' mastering the foreign language as a means of cross-cultural communication, and the process of communication in this language in the educational process. And for this, he needs to be able to transfer his knowledge, skills and abilities to schoolchildren and organize the educational process, in the center of which should be the language personality of the learner of a certain level.

Thus, the professionally significant skills of a teacher of a FL are understood as the ability to pedagogically, psychologically and methodically correctly carry out their professional activities aimed at developing the secondary language personality traits of learners that determine the ability to participate in intercultural communication.

Professionally significant skills can be divided into four groups:

- 1. The ability to learn the characteristics of the learner's personality,** which is formed and developed on the basis of the process of self-knowledge. The teacher must have the ability to reflexively analyze the personal experience of studying a FL, correlate it with the theory and practice of teaching the subject, analyze the individual psychological characteristics of learners and project the data obtained on the capabilities of the trainees and the specific learning conditions.

2. Skills related to the planning of speech communication in the educational process. The teacher should be able to plan their own professional actions from the point of view of modern requirements for the content and organization of the educational process in FLs and taking into account the objective patterns of learners' assimilation of FLs in the learning environment, as well as factors affecting the completeness/ incompleteness of language proficiency. They should be able to analyze the available educational materials, including computer programs, from the point of view of their possible use in the educational process and choose from them the most appropriate for the purposes and conditions of teaching.

The teacher's ability to select authentic materials, including those of a regional and cultural nature, to analyze and methodically interpret them in relation to the learning conditions in a particular type of educational institution is also relevant. At the same time, it is also important to provide for creative, interactive forms of learners' work in the lesson.

3. Skills related to the implementation of planned professional actions and the evaluation of their results. The teacher organizes communication in the classroom, engages all learners in this communication, creates a favorable psychological climate that promotes the disclosure of individual capabilities of each learner and stimulates the process of assimilation of the planned learning content by learners. During the educational process, the teacher monitors the development of the emotional sphere of the learners' personality, his creative, cognitive and linguistic abilities, and the ability to interact socially with others.

4. The ability to analyze the results of FL communication organized in the lesson. At the lesson and after its completion, the teacher analyzes his activities and the activities of learners and, based on the results of this analysis, makes appropriate adjustments to the goals and content of teaching.

It should be borne in mind that it is difficult for a teacher to organize communication in a lesson if he does not have the following skills: to unite learners in a team through personally and socially significant, interesting communication activities for him and for learners, to understand the psychology of a group of

learners of a specific age group, to coordinate their actions with the actions of learners and the actions of the latter with each other, to organize paired, group and collective forms of work, to play with learners and organize collective events, and if necessary, analyze conflicts and make compromises.

In other words, a modern teacher of a FL should possess not only the science of teaching and educating learners, but also the art of communicating with them and with each of them individually, as well as be tolerant and fair to them, open in the manifestations of their own interests and emotions. He needs to be able to model the educational process in accordance with the modern requirements of science and practice and taking into account three interrelated aspects of this process: *personal*, *procedural-psychological* and *pedagogical*.

The personal aspect is expressed in the coordinated activity of the teacher and learners, each of whom contributes to this process: the learner acquires new knowledge, skills, abilities and personal qualities, the teacher helps him in this by choosing effective teaching methods and techniques that correspond to the individual characteristics of the learners and helping them to master the educational content. The second aspect — the process-psychological one — is connected with the analysis of the objective processes of the learner's assimilation of the studied language and taking into account the peculiarities of the course of these processes. The assimilation of a FL involves two procedures: understanding of knowledge about the objects of assimilation and actions with this knowledge, as well as working out knowledge, skills and abilities, i.e. mastering them at the required level (*through working out and memorizing in the course of solving communication and activity tasks*).

It should be borne in mind that the processes of language acquisition affect the emotions, thinking, mnemonic activity and volitional qualities of the learner's personality. For the purpose of optimal mastering of the studied language, it is necessary to provide for the third aspect of the design of the educational process, related to the selection and development of methods, forms and means of teaching and learning, affecting the motivational, emotional, cognitive and creative spheres

of the personality of each learner. The pedagogical skill of a teacher is precisely to capture the uniqueness of each learner, to be attentive to everything that happens in the lesson, and to respond in a timely and adequate manner to the behavior of learners, to their attitude to the teacher, to each other and to the subject.

The mentioned aspects of modeling the educational process in a FL are aimed at creating a specially organized "*space*" for learners to learn: a FL as a means of communication with representatives of other cultures; a certain set of knowledge about the language and culture of another people; experience of emotional and evaluative attitude to the world of things and people, including representatives of other socio-cultural communities, experience of communication, social interaction. Only under these conditions will the learning process of a FL have a developing character and, therefore, will be aimed at the personality of the learner.

For the teacher, it is important to choose the model of the development of learners' speech ability that is more appropriate to the specific learning conditions. Of course, the statement that a practicing teacher should be able to navigate to a certain extent in the theoretical foundations of mastering FL speech activity by learners is problematic. But they should know whether they need to strengthen the cognitive aspects of learning a FL in the teaching process (*for example, in working with adult learners*) or whether they should give priority to learner motivation.

In addition, with the variability and alternative methods and tools that distinguish the modern domestic system of teaching a FL, the effectiveness of the professional activity of the teacher / teacher of a FL is fully determined by his ability to correlate the conceptual position of their authors with a particular model of speech development of a learner of a particular age, as well as the ability to independently correlate the stated goals of teaching a FL with the capabilities of learners, to take into account the interests of the latter when designing the content of each lesson, to link this content with the situation of real communication, to model the process of mastering a FL by learners as a creative process, to stimulate the creative abilities of learners, etc. In a word, the creative component of the teacher's professional competence is becoming a demanded category of today.

These methods not only enhance learners' communicative skills but also promote collaboration and deeper engagement with the language.

In conclusion, CLT is a topic that needs to be integrated in teaching foreign languages and modern teaching methodologies in Uzbekistan

Bibliography:

1. O'zbekiston Respublikasi Vazirlar Mahkamasining 2018 yil 10 oktabrdagi 816-son qarori. Oliy ta'lim muassasalarini o'quv adabiyotlari bilan ta'minlash to'g'risida. <https://lex.uz/ru/docs/3970451>
2. O'zbekiston Respublikasi Prezidentining "Chet tillarni o'rganish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi (PQ-1875-sonli) qarori/"Ma'rifat" gazetasi, 2012 yil 12 dekabr
3. Djalalov D.D. O prognozirovanii trudnostey ovladeniya inoyazichnim materialom v razlichnix vidax rechevoy deyatelnosti//Puti preodoleniya leksiko-grammaticeskoy interferentsii pri obuchenii inostrannim yazikam v uzbekskoy shkole: Sb. Nauchnix statey. Tashkent: UzNIIPN, 1981. – Pp.3-11.
4. Djusupov M.D. Zvukoviyesistemirussskogo i kazaxskogoyazikov. Slog: Interferentsiya. Obucheniyeiproiznosheniyu. Tashkent: Fan, 1991. – 240 p.
5. Hall E. The Sounds of Silence//Language concepts and Processes /J De Vito (ed.). NewYork, 1998. – P.43-55.
6. Khamzaev S.A., Gilyazetdinov E.Z., Sultonova N. A., SamanovaSh.B. (2020). The problems of developing an ESP course and the importance of ESP teacher training on the example of Uzbekistan. Journal of Critical Reviews. Vol 7, Issue 7, 2020. (ISSN-2394-5125). – P. 1080-1085.
7. Daved L.Ch .Reconceptualizing language teaching-Tashkent:Baktria press,2019-208 p.
8. Kochetkov V.V. Sotsiologicheskiiyanalizmejkulturnixrazlichiy: Avtoref. dis. ... dokt. sotsiolog. nauk. Sarayuk, 2000. – 33 p.

