

IMPLEMENTING COMMUNICATIVE LANGUAGE TEACHING (CLT) PRINCIPLES IN ENGLISH LESSONS AT UZBEKISTAN'S SECONDARY SCHOOLS

Qodirov Olimjon Odilovich

Andijan State Institute of

Foreign Languages

Olimjon.kodirov.1976@gmail.com

Abstract: This article explores the current state of English as a Foreign Language (EFL) teaching in Uzbekistan, focusing on the implementation of Communicative Language Teaching (CLT) in secondary schools. Although recent educational reforms and national curricula have emphasized the importance of communicative competence and aligned language education with international standards such as the CEFR, the practical application of CLT principles remains limited. Many classrooms continue to rely on traditional, teacher-centered methods emphasizing grammar and translation rather than communication and interaction. The study highlights key challenges that hinder the effective adoption of CLT, including large class sizes, lack of resources, insufficient teacher training, and exam-oriented assessment practices. By analyzing these issues, the article underscores the need to bridge the gap between theoretical reforms and classroom realities, advocating for more practical teacher development, authentic language use, and assessment practices that foster communicative competence among learners.

Key words: Communicative Language Teaching (CLT); English as a Foreign Language (EFL); Uzbekistan; secondary education; language reform; communicative competence; teacher training; classroom practice; CEFR; assessment.

In recent years, the teaching of English as a foreign language (EFL) in Uzbekistan has been undergoing significant transformation. With the increasing importance of English for international communication, education, and employment, national education reforms have placed great emphasis and importance on improving English language teaching in secondary schools. However, despite curricular innovations and methodological recommendations, many classrooms across the country still rely heavily on traditional, teacher-centered approaches that focus primarily on grammar, translation, and memorization. This situation highlights the urgent need to bridge the gap between theory and practice in the practical application of modern, communicative methodologies.

Communicative Language Teaching (CLT) emerged in the late twentieth century as a response to the limitations of traditional methods. It is based on the concept of **communicative competence**—the ability not only to use correct grammar but also to communicate effectively and appropriately in real-life contexts. The CLT approach emphasizes interaction, learner participation, and the use of authentic language materials. In this method, teachers act as facilitators rather than lecturers, encouraging students to use language for meaningful communication rather than mechanical repetition. CLT has been widely recognized as an effective framework for developing students' speaking, listening, reading, and writing skills in an integrated and interactive manner.

In the context of Uzbekistan, the adoption of CLT principles is strongly supported by educational policy. The **National Curriculum for Foreign Languages** and the **Common European Framework of Reference for Languages (CEFR)** have been introduced to align language teaching with international standards. Yet, the practical implementation of CLT in secondary schools remains inconsistent. Many teachers face challenges such as large class sizes, lack of teaching materials, limited classroom time, and insufficient training in communicative methods. Moreover, the dominance of exam-oriented assessment (summative) often discourages risk-taking and creativity in classroom communication.

The present study seeks to explore how CLT principles are being applied in English lessons at Uzbekistan's secondary schools and to identify the main obstacles teachers encounter in the process. It aims to provide a detailed analysis of classroom practices, teacher perceptions, and the contextual factors influencing the success of communicative teaching. The findings are expected to contribute to the improvement of English language instruction by offering practical recommendations for teachers and curriculum designers.

Therefore, this research is guided by the following questions:

1. How are the principles of Communicative Language Teaching implemented in English lessons in Uzbek secondary schools?
2. What challenges do teachers face when applying CLT in their teaching?
3. What strategies can be offered to enhance the effectiveness of CLT usage in the Uzbek educational context?

By addressing these questions, the study aims to bring light upon the current condition of communicative teaching in Uzbekistan and to offer insights into how theoretical concepts can be effectively put into practice in real classroom settings.

The development of **Communicative Language Teaching (CLT)** represents one of the most significant paradigm shifts in the history of foreign language pedagogy. Emerging in the 1970s, CLT arose as a response to the limitations of grammar-translation and audiolingual methods, which prioritized grammatical accuracy and repetition over meaningful communication. As Hymes (1972) introduced the concept of **communicative competence**, he emphasized that successful language learning should enable learners not only to form grammatically correct sentences but also to use them appropriately in social contexts. Later, scholars such as **Canale and Swain (1980)** expanded this concept, identifying four components of communicative competence: grammatical, sociolinguistic, discourse, and strategic competence.

According to **Littlewood (1981)**, the communicative approach promotes the active involvement of learners in meaningful interaction and emphasizes the use of authentic language in real-life situations. Similarly, **Richards and Rodgers (2001)** argued that CLT is not a fixed method but a broad approach characterized by principles such as learner-centeredness, functional language use, and task-based learning. In the global EFL context, numerous studies (Nunan, 2004; Harmer, 2015) have demonstrated that communicative activities—such as role plays, information-gap tasks, and problem-solving discussions—help learners develop fluency, confidence, and motivation.

In the **post-Soviet and Russian methodological tradition**, communicative principles were gradually incorporated into language pedagogy during the late 1980s and 1990s. Scholars such as **Galskova (2000)**, **Passov (1991)**, and **Solovova (2008)** made significant contributions to the adaptation of CLT for Russian-speaking contexts. **Passov's "Communicative Method of Teaching Foreign Languages"** proposed that teaching should simulate genuine communication and that grammar should be taught through speech activities. **Galskova and Gez (2006)** highlighted that communicative teaching should develop not only linguistic knowledge but also sociocultural competence, enabling students to interact across cultures. These ideas have influenced many teachers in Central Asia, including Uzbekistan, where the transition from grammar-translation to communicative approaches is still in progress.

In **Uzbekistan**, the integration of CLT has been actively promoted by educational reforms and research. The **State Educational Standards** and **National Curriculum for Foreign Languages** emphasize communicative competence as the main objective of English teaching (Mavlonova, 2013). Uzbek scholars such as **Yoqubov (2015)**, **Tukhtasinova (2018)**, and **Khamidov (2020)** have explored the implementation of CLT in local schools and universities.

Their studies reveal that while teachers recognize the importance of communicative teaching, many still struggle to fully apply its principles due to limited methodological training, traditional assessment systems, and the dominance of exam-oriented learning.

Furthermore, **Rakhimova (2021)** notes that Uzbek secondary schools face challenges in applying CLT because of large class sizes and limited exposure to authentic English communication. **Mamatov (2019)** emphasizes the need for localized training programs and the development of materials that reflect both communicative and cultural contexts relevant to Uzbek learners. These findings echo the conclusions of international researchers such as **Savignon (2002)** and **Brown (2007)**, who argue that successful implementation of CLT requires contextual adaptation rather than direct imitation of Western models.

The reviewed literature indicates that while CLT has been theoretically accepted in Uzbekistan's foreign language education system, its **practical realization** remains inconsistent. Both international and local scholars agree that effective communicative teaching depends on teacher competence, availability of resources, and institutional support. However, empirical research focusing specifically on **how Uzbek secondary school teachers interpret and apply CLT principles in classroom settings** is still limited. This study, therefore, aims to fill this gap by providing insight into real classroom practices, teachers' perceptions, and the contextual challenges of implementing CLT in Uzbekistan.

This study employed a **qualitative descriptive research design** supported by some quantitative elements to gain a comprehensive understanding of how Communicative Language Teaching (CLT) principles are implemented in English lessons at Uzbekistan's secondary schools. The qualitative approach allowed for an in-depth exploration of teachers' practices, perceptions, and challenges in applying CLT, while limited quantitative data from questionnaires helped to identify general trends and patterns among participants.

The research was conducted in **five secondary schools** located in both **urban and rural areas** of Uzbekistan to ensure diversity in context and teaching conditions. A total of **25 English language teachers** and **180 students** participated in the study. The teachers were selected according to their experience (at least three years) and had attended professional development courses (Malaka oshirish). Student participants were chosen randomly from grades 5–6, where English is taught intensively according to the national curriculum.

To collect reliable and varied data, three main instruments were used:

1. **Classroom Observation:**

- Each teacher was observed in **two English lessons**, resulting in 50 observed lessons in total.

- An **observation checklist** was developed based on the main indicators of CLT (adapted from Richards & Rodgers, 2001), including student interaction, use of authentic materials, task-based activities, fluency-focused exercises, and teacher's role as facilitator.

- Field notes were taken to record specific examples of communicative and non-communicative practices.

2. Interviews:

- After classroom observations, **semi-structured interviews** were conducted with 15 teachers to explore their understanding of CLT concepts, their classroom experiences, and perceived challenges.

- Interviews were conducted in English or Uzbek, depending on participants' preference, and each lasted approximately 25–30 minutes.

- The interviews were audio-recorded and later transcribed for analysis.

3. Questionnaires:

- A short questionnaire was distributed to both teachers and students.

- Teachers' questionnaires focused on their teaching methods, training background, and attitudes toward CLT.

- Students' questionnaires aimed to identify how often they participated in communicative activities and their preferences for different types of classroom interaction.

Collected data were analyzed using both **qualitative and quantitative techniques**.

- **Qualitative data** from observations and interviews were analyzed through **thematic analysis** (Braun & Clarke, 2006). The data were coded and grouped into the key themes "Understanding of CLT," "classroom practices," "teacher challenges," and "support needs."

- **Quantitative data** from the questionnaires were processed using **descriptive statistics** (frequencies and percentages) to present a general picture of trends among teachers and students.

All participants were informed about the purpose of the research and participated voluntarily. Data collected was used only for academic purposes and handled in accordance with ethical research guidelines.

The classroom observations revealed that teachers in Uzbekistan's secondary schools are aware of the principles of Communicative Language Teaching (CLT) and make only a little attempts to incorporate communicative activities into their lessons. Approximately **40% of**

observed teachers used pair or group work at least once during a lesson, mainly in speaking or vocabulary activities. Common communicative techniques included **role plays, dialogues, information-gap tasks, and short discussions**. For instance, some teachers encouraged students to exchange personal information or describe familiar situations, which aligns with CLT's focus on meaningful communication. However, in most cases, these activities were short, controlled, and followed by a return to more traditional exercises focused on grammar drills or translation.

Despite the inclusion of communicative tasks, the classroom interaction pattern remained largely **teacher-centered**. Teachers often dominated classroom talk, giving instructions, correcting errors, and explaining grammar in Uzbek or Russian. Student talk time was limited, and spontaneous communication was rare. Authentic materials such as videos, songs, or real-life texts were used in only a few observed lessons, primarily due to lack of technological resources or time constraints. Thus, while teachers demonstrated a general understanding of CLT, its full application in daily teaching was partial and inconsistent.

The interview data showed that most teachers expressed **positive attitudes toward CLT** and recognized its importance for developing students' speaking and listening skills. Teachers agreed that communicative activities make lessons more engaging and relevant to students' real-life needs. However, their interpretation of CLT often focused on oral communication only, while neglecting other aspects such as task-based learning or learner autonomy.

Several teachers mentioned that they had received **limited practical training** in CLT during university or professional development courses. As one teacher noted, "*We studied CLT theory, but we didn't practice how to organize communicative lessons.*" Many respondents also reported difficulties adapting CLT to local classroom realities—particularly in large classes of 35–40 students with no previous CLT experience, where managing interaction and ensuring equal participation is challenging.

The study identified several **major barriers** to the effective implementation of CLT in Uzbekistan's secondary schools.

1. **Large class size** – Teachers reported that managing pair and group work with many students is time-consuming and often noisy.
2. **Lack of resources** – Many schools lack access to authentic materials, multimedia equipment, or supplementary resources needed for communicative tasks.
3. **Insufficient teacher training** – While most teachers are familiar with CLT terminology, they often lack confidence in designing and managing communicative lessons.

4. **Cultural and linguistic factors** – Some teachers and parents prefer traditional, accuracy-based learning because they believe it ensures better academic results, and as a result of traditional upbringing the majority of students are shy to express their ideas.

These findings correspond with earlier studies by **Tukhtasinova (2018)** and **Mamatov (2019)**, who also noted that despite teachers' awareness of CLT principles, systemic constraints limit their ability to apply them fully.

Despite these challenges, several teachers demonstrated **innovative and adaptive strategies** to integrate communicative elements within local conditions. For example, some teachers modified textbook exercises to include personal responses, short interviews, or role plays, thereby encouraging more interaction. Others organized mini-projects or debates on familiar topics, helping students express opinions in English. In rural schools with limited technology, teachers creatively used printed pictures, flashcards, and situational prompts to simulate real-life communication. These examples indicate that even within resource-constrained environments, it is possible to make lessons communicative when teachers are motivated, flexible and qualified.

Overall, the results suggest that **the theoretical acceptance of CLT in Uzbekistan's secondary schools is stronger than its practical realization**. Teachers understand the importance of communicative methods but often adapt them to fit local constraints. CLT is applied selectively—mainly through controlled speaking tasks—while genuine communication, authentic material use, and learner autonomy remain underdeveloped. The findings underline the need for **systematic teacher training, curriculum support, and assessment reform** to create conditions for more effective implementation of CLT in Uzbekistan's English classrooms.

The findings of the study indicate that while Communicative Language Teaching (CLT) is widely recognized by teachers in Uzbekistan as an effective approach for developing students' communicative competence, its **practical implementation remains partial and inconsistent**. This situation reflects a gap between theoretical understanding and classroom reality, a challenge also observed in other EFL contexts (Savignon, 2002; Brown, 2007). Although most teachers express positive attitudes toward CLT, their classroom practices continue to be influenced by traditional methods, such as grammar-translation and teacher-centered instruction.

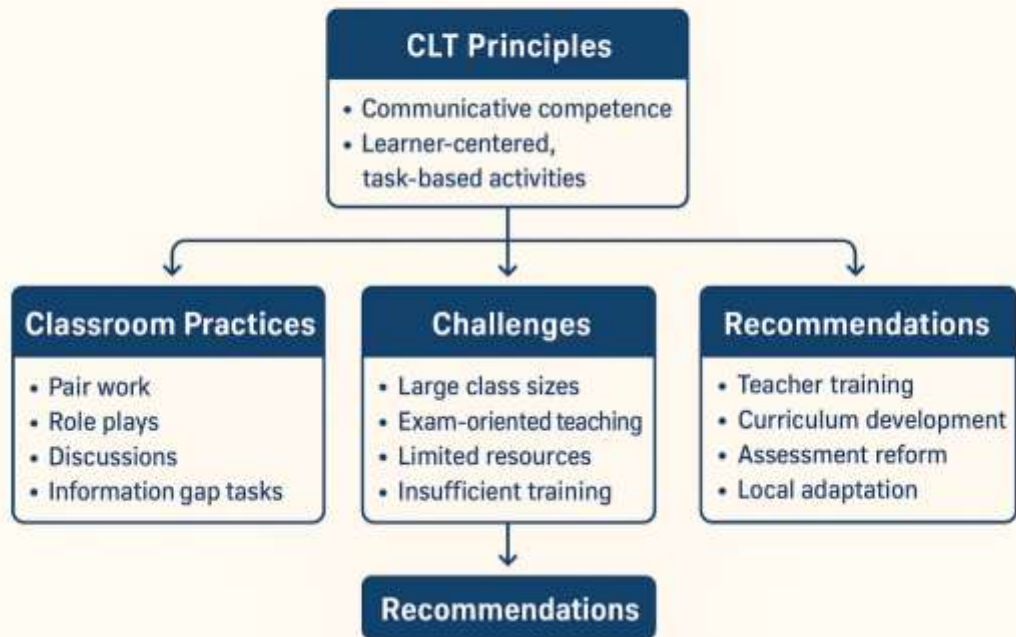
The limited application of CLT principles can be attributed to several interrelated factors. First, as the results revealed, **large class sizes and exam-oriented curricula** significantly

restrict opportunities for communicative interaction. Teachers feel pressure to prepare students for grammar-based examinations, which leads them to prioritize accuracy over fluency. This finding aligns with the observations of **Passov (1991)** and **Galskova (2000)**, who argued that genuine communicative teaching requires systemic support and a reorientation of assessment methods to include interactive and performance-based evaluation.

Second, **teacher training and methodological support** play a crucial role in determining the success of CLT implementation. Many teachers in this study demonstrated awareness of communicative principles but lacked practical skills for designing and managing communicative activities. Similar challenges were identified by **Mavlonova (2013)** and **Tukhtasinova (2018)**, who emphasized that methodological preparation of teachers in Uzbekistan often remains theoretical rather than experiential. To bridge this gap, teacher education programs need to incorporate more classroom-based practice, peer observation, and reflective teaching aligned with communicative pedagogy.

Third, the findings highlight the **importance of contextual adaptation**. CLT originated in English-speaking environments where communicative interaction and exposure to authentic language were more accessible. In contrast, Uzbek learners often have limited opportunities to use English outside the classroom. Therefore, as **Mamatov (2019)** and **Rakhimova (2021)** suggest, communicative methods should be localized—integrating culturally relevant topics, bilingual scaffolding, and flexible task designs suitable for large classes. The success stories observed in this study demonstrate that teachers who creatively adapt CLT principles—by using real-life situations, mini-projects, or modified textbook tasks—can foster interaction even with limited resources.

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The study underscores several implications for English language teaching in Uzbekistan:

1. **Professional Development:** Continuous teacher training programs should focus on the *practical aspects* of CLT—lesson planning, classroom management for interaction, and adaptation of textbooks to communicative goals.
2. **Curriculum and Materials:** National curricula should provide clearer guidelines on communicative outcomes, and textbooks should include more authentic, student-centered tasks relevant to local contexts.
3. **Assessment Reform:** To promote communicative competence, testing systems should move beyond written grammar and vocabulary tasks to include **speaking and listening assessments** that reflect real communication.
4. **Institutional Support:** Schools should create conditions that enable teachers to experiment with communicative activities, including smaller groups, flexible seating, and technological support where possible.

The findings of this study are consistent with those from other EFL countries where CLT has been introduced through educational reforms but faces contextual challenges. Studies from Asia (Nunan, 2004; Li, 1998) and Eastern Europe (Solovova, 2008) have reported similar tensions between innovation and tradition. However, the Uzbek context shows encouraging

signs of progress: many teachers are aware of the communicative paradigm and are gradually integrating it into their lessons. This transitional phase indicates a positive shift toward a more learner-centered culture in English language education.

The study was limited to a small number of schools, and therefore the results cannot be generalized to all secondary schools in Uzbekistan. Future research could adopt a **longitudinal design** to examine changes in teachers' practices over time or explore the impact of specific training programs on communicative teaching. Additionally, investigating **students' perspectives** on communicative learning could provide valuable insight into how CLT influences their motivation and language proficiency.

The present study explored how the principles of **Communicative Language Teaching (CLT)** are implemented in English lessons at Uzbekistan secondary schools and identified the challenges that teachers face in applying them effectively. The findings reveal that while the theoretical understanding of CLT is well established among teachers, its **practical application remains limited and uneven**. Teachers make efforts to include communicative activities such as pair work, role plays, and discussions, but these are often brief and overshadowed by traditional grammar-based instruction. The main factors hindering full implementation include **large class sizes, exam-oriented curricula, insufficient teacher training, and limited access to authentic materials**.

Nevertheless, the study also highlights positive developments. Many teachers demonstrate a strong willingness to innovate and to make lessons more communicative within their existing constraints. Some adopt locally appropriate strategies, creatively modifying textbook exercises and using familiar topics to encourage real communication. These practices indicate a gradual shift toward a more learner-centered and communicative classroom culture in Uzbekistan's schools.

To enhance the effectiveness of CLT implementation, the study recommends several actions. First, **teacher education programs** should provide more practical training focused on classroom management for interaction, communicative task design, and reflective teaching. Second, **curriculum developers** should ensure that national standards and textbooks promote communicative outcomes, integrating authentic, culturally relevant materials. Third, **assessment reforms** are needed to value speaking and listening skills alongside grammar and vocabulary. Finally, schools and policymakers should create supportive environments where teachers are encouraged to experiment, collaborate, and adapt communicative methods to local realities.

The successful implementation of CLT in Uzbekistan's secondary schools depends on a **balanced integration of global methodology with local context**. Communicative teaching should not be viewed as a foreign import but as an adaptable framework that can be reshaped to fit Uzbekistan's educational traditions and learners' needs. With sustained institutional support and professional development, CLT can help students move beyond knowledge of language rules to real, meaningful use of English in communication — a key goal of modern education and global competence.

Seminal Authoritative Source — Teaching Methodology

• **R. A. Mavlonova**

- *Pedagogika* — Official textbook for secondary and professional colleges in Uzbekistan's pedagogy programs.
- Publisher: O'qituvchi Nashriyot-Matbaa Ijodiy Uyi, Tashkent, 2013.
- ISBN: 978-9943-02-695-7.
- See the official page for more: namdu.uz www.namdu.uz

□ Uzbek Research on CLT Implementation

These works explore how communicative teaching approaches are adapted or challenged in Uzbek schools and universities.

• **I. Yoqubov**

Comparative Methods of Teaching English at Schools, Lyceums and Colleges — Bayoz Publishing, Tashkent, 2014.

→ A foundational monograph comparing CLT with traditional methods and discussing its adoption challenges in Uzbek government schools. www.namdu.uz

• **Yoqubov**

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(author)

Teachers' Attitude to Communicative Language Teaching in Uzbekistan — **Solid State Technology Journal**, Vol. 63, No. 6, 2020.

• DOI: <https://solidstatetechnology.us/index.php/JSST/article/view/1259>

→ Focuses on senior-secondary-school teachers' experiences with CLT and the constraints of Uzbekistan's exam-focused education system. solidstatetechnology.us

□ Cases and Analyses of CLT in Practice

• **Tukhtasinova, Pirsultanova**

•
“Communicative Methods of Teaching English Vocabulary and Grammar in Context” —
Herald of Kokand University, 2021.

https://herald.kokanduni.uz/index.php/public_html/article/view/1090

→ Details how vocabulary and grammar teaching can be restructured around communicative functions, criticizing traditional grammar-translation methods. [Кокандский Университет](#)

• ****Allaberganova S. & Ollanazarova S.**

•
“Comparative Analysis of CLT and Grammar-Translation Method in Uzbek ESL Classrooms”
— *Journal of Applied Science and Social Science*, Vol. 15, No. 6, 2025.
Download article here

→ Examines contextual CLT implementation versus traditional methods in Uzbekistan’s English classrooms. [In-Library](#)

□ Recent Studies on CLT Challenges in Uzbekistan

• **Surayyo Salohitdinovna Kasimova**

“Challenges in Implementing Communicative Language Teaching in Uzbekistan’s EFL Classrooms” — *Journal of Multidisciplinary Sciences and Innovations*, Vol. 4, No. 5, 2025.

[Read article here](#)

•
→ Identifies major barriers: large class sizes, outdated assessment systems, teacher training gaps, and limited authentic communication. [IJMRI](#)

• **Navro‘zjon Baqoyev**

•
“One of the Modern Language Teaching Methods: Communicative Language Teaching’s Disadvantages” — *Education and Science in the 21st Century*, Vol. 2024, Issue 4, pp. 45–50.

[Read study](#)

•
→ Critical perspective on logistical, cultural, and methodological limitations of CLT in Uzbek classrooms. [НаукаСеть](#)

□ Reference Works on Methods & CLT Theory

These are essential to understanding CLT’s theoretical foundations and practical applications:

- **Approaches and Methods in Language Teaching** – J. C. Richards & T. S. Rodgers (2001, 2014 editions). [Британский Совет](#)
- **Language Teaching Methodology** – David Nunan (1991).
- **The Practice of English Language Teaching** – Jeremy Harmer (4th ed., 2007).
- **Principles of Language Learning and Teaching** – H. Douglas Brown (5th ed., 2007).
- **Techniques and Principles in Language Teaching** – Diane Larsen-Freeman (2nd ed., 2000). [Британский Совет](#)

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2.Esanova, L. S. q. (2024). Enhancing Speaking Skills in Uzbekistan Schools: Challenges and Solutions. Indonesian Journal of Education Methods Development, 22(1).

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