

RESEARCH ARTICLE

The System Is A Non-Traditional Manual Methodical Tool For Improving Students' English Language Skills

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Abstract

The main goal of our study is to conduct a scientific analysis of the technologies and systems of exercises in them that serve to effectively organize traditional teaching in foreign languages. The tasks of our study are to study the skills of speaking in a foreign language with the help of exercises and exercises; to conduct a scientific analysis of the systems of exercises in the proposed technologies for the effective organization of traditional teaching; consists of developing proposals. An experiment based on our research was conducted among first-year students of Tashkent Perfect University. Our research ultimately provided an opportunity to conduct interviews with teachers about the methods, technologies, and approaches that were implemented. By completing the test exercises presented in the research experiment, philological students not only learn English, but also develop their professional skills as future teachers, such as adapting the exercises to suit language learners. During the pedagogical pilot-testing process, a questionnaire was conducted to find out students' opinions about the lessons organized on the basis of this technology and system of exercises. The results confirmed the high effectiveness of the methodology of dividing exercises into types such as motivation, testing and critical thinking and applying them in this order.

KEY WORDS

Jigsaw exercises, problem-solving tasks, exercises, motivational exercises, test exercises, fluency and accuracy, critical thinking exercises, non-traditional methods.

INTRODUCTION

In the global education system, special attention is paid to the issue of improving the individual and organizing the content of the education provided to him from the point of view of the level of application in life. Transition to the ECTS (European Credit Transfer and Accumulating System) credit technology, creating conditions for students to choose a higher education institution to continue their studies abroad, ensuring the recognition of the existing period of study in a particular

country in foreign countries, studying the curricula of European higher education institutions and improving the educational process on this basis, and It is becoming increasingly important to conduct scientific research and studies to fully improve existing capabilities and abilities and achieve high educational results.

In the context of the Law of the Republic of Uzbekistan "On Education", in the course of our research, an analysis of

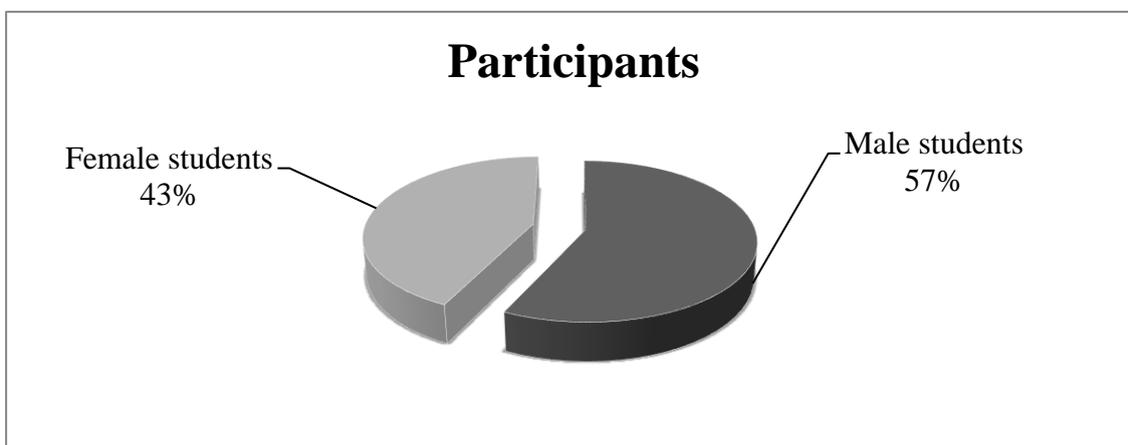
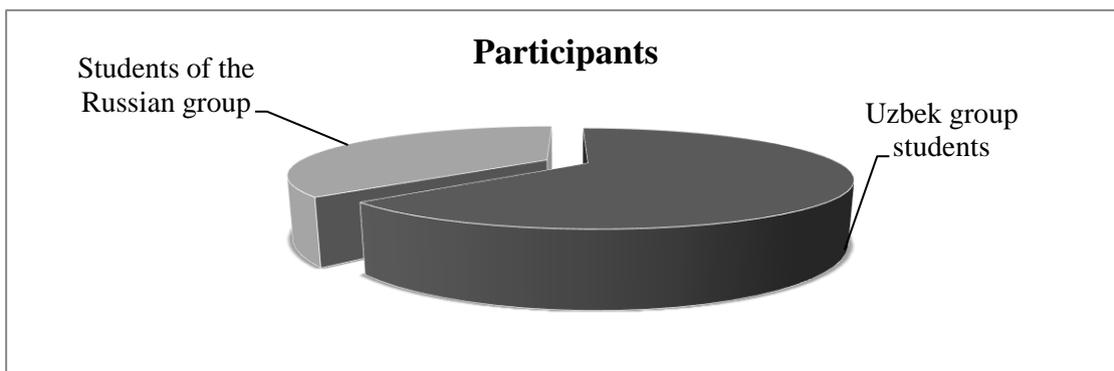
research conducted in our republic and around the world, as well as the literature and scientific materials published on their basis, was carried out on the effectiveness of using non-traditional methods in improving the oral skills of students of philological specialization in English. In studies conducted around the world, while linguistics deals with the laws of origin and development of linguistic phenomena, methodology answers the question of what needs to be done to use a linguistic phenomenon in practice, based on these laws.

In improving the communication skills of future specialists, existing educational standards, curricula, and validation centers are of particular importance in increasing students' oral skills and further improving their mastery indicators based on a methodological analysis of teaching methods. This, in turn, is reflected in the educational process of higher education institutions in countries with advanced experience,

in the further improvement of students' communication skills in a foreign language, the use of non-traditional methods in a systematic approach to the educational process, and the purposeful use of arguments and facts by students in discussions and debates. The need to purposefully select the methods, forms, and techniques used in the process of communication is explained.

METHODS

Research participants. The study involved first-year students studying English philology at Tashkent Perfect University. A total of 122 first-year students participated in the survey used in the study. Of these, 45 were Russian students from non-Uzbek groups, while the remaining 77 were Uzbek students. In addition, 43% of respondents were female and 57% were male students.



METHODS

The study used a survey method. A special questionnaire was created for students. The questionnaire was created on the Google Forms platform and has more than 200 followers. In addition,

Pedagogical observation: The students' speech activity and communicative motivation were directly observed during the learning process.

Pedagogical experiment: A theoretically based system of non-traditional tasks was put into practice. The effectiveness of the exercises was checked based on the Richards & Rodgers

criteria (convergent/divergent, one-sided/two-sided communication).

Sociological survey: A survey was conducted to determine students' attitudes towards the new methodology.

3. Design of experimental exercises:

Within the framework of the study, based on J. Willis's taxonomy, the following interactive tasks were modified to develop students' oral speech:

Structural-logical exercises: Jigsaw (information integration) and Information Gap (information literacy).

Cognitive-analytic exercises: Problem-solving (problem solving) and Decision-making (decision making).

Communicative-discursive exercises: Opinion exchange (exchange of ideas) and creative tasks.

4. Statistical and interpretative analysis: The pre- and post-experimental indicators were analyzed quantitatively (statistically) and qualitatively, proving the linguodidactical effectiveness of the proposed system of exercises.

DISCUSSIONS AND RESULTS

Our study involved 1st-year students of the philology department of Tashkent Perfect University. In the original sources, scientists classified the tests according to their design and description [Programme for International Student Assessment, PISA; 2022]:

1) Jigsaw tasks – require students to put together different pieces of mixed information and make it a whole [Kholbekov & Kholbekova, 2003; 78];

2) exercises with missing information (information gap) - if the first group of students has part of the information, the second group will have it in full [Jalolov et al., 2022; 75]. In order for the information to be complete, the members of the first group must fill in the missing information by requesting information from the second group;

3) Problem-solving exercises (problem-solving) – students are given a problem and they are required to try to find a solution to it [Alaudinova, 2022; 10].

4) Decision-making exercises (decision-making) - in this type of exercise, a problem is also solved, but the difference from problem-solving exercises is that students must choose one of several options as a solution. That is, the student must choose one of the proposed solution options [Khabibullaeva, 2025; 4].

5) Exchange exercises (Opinion exchange) – students exchange their opinions on the topic being discussed [Jalolov, 2012; 78].

The tests are divided into six groups [Willis, 1996; 83];

- 1) listing;
- 2) ordering and sorting;
- 3) comparing;
- 4) problem solving;
- 5) sharing personal information;
- 6) creative tasks.

Exercises are classified as casting [Richards & Rodgers, 1986; 55]:

- 1) one-way or two-way - whether the exchange includes one-way information exchange or two-way exchange;
- 2) Convergent or Divergent– do students achieve a common goal or achieve several different goals
- 3) Collaborative or competitive – do students collaborate to complete the task or compete with each other while completing the task;
- 4) single or multiple outcomes – will there be a single outcome or can a variety of outcomes be achieved;
- 5) Concrete or abstract language – the distinction refers to the use of concrete or abstract language;
- 6) simple or complex processing (simple or complex processing) – the task requires a relatively simple or complex cognitive process;
- 7) Simple or complex language (simple or complex language) – simple or complex, relative to the linguistic requirements of the task;
- 8) reality-based or not reality-based – does the plot reflect real life or editorial activity.

In addition, the system of exercises is divided into categories:

- 1) according to its proposal; 2) according to its descriptive characteristics; 3) according to the method of execution. In order for the scientist to make the system of exercises clear and understandable, each category is divided into groups, each of which is further divided into subcategories [Shukin, 2018; 123]:
- 1) According to the proposal: a) control, b) complex, c)

rehearsal exercises;

2) According to their descriptive nature: a) dialogical, b) monological exercises;

3) According to the method of implementation: a) oral or written, b) in class or at home, c) exercises performed individually or in groups.

He emphasizes that it is appropriate to divide exercises into three types in teaching a foreign language [Lagay, 2005; 196]:

1) reserve exercises: a) preparation, b) analytical, c) imitative;

2) Reproductive exercises: a) synthetic, b) semi-constructive;

3) productive exercises: a) constructive, b) transformational.

J. Jalalov in his book "Foreign Language Teaching Methodology" conducted research on information, orientation, and motivation exercises, as did Vulf Abramovich Bukhbinder. Simply put, it is permissible to call them exercises that provide knowledge, skills, and competences," writes [Bukhbinder, 1970; 126]. That is, if information exercises are exercises that provide knowledge, then oratory exercises form skills in the student. Motivational exercises, in turn, develop the student's language skills. J. Jalolov, a methodologist, in the types of exercises that form and improve exercises It emphasizes the use of exercises that shape the assimilation of content, develop the application of learned knowledge, and improve it in the production process.

And M.Djusurov exercises:

1) on the formation of knowledge in language systems;

2) on the formation of knowledge in language dynamics;

3) divides exercises into groups that form skills and abilities in speech activity, and considers that the first and second groups of exercises can be used as preparatory exercises in teaching a foreign language, and the third group can be used as main exercises [Djusupov, 1991; 65]. Another Uzbek scholar, S. Saidaliyev, divides exercises into: language-related and preparatory exercises. The scientist emphasizes that while the language exercises in the first group are exercises that teach the student to use language as a means of communication, preparatory exercises are exercises that form the phonetics, grammar, vocabulary, and speech mechanisms of the language.

Methodologist G. Hamroyev studied the system of exercises and exercises to increase the educational effectiveness of the

phonetic analysis process [Hamroyev, 2016; 56]. Z. Salisheva expressed her thoughts on the systematization of exercises and exercises [Salisheva, 2018; 49]. If exercises and exercises are effectively used to improve the quality and efficiency of teaching a foreign language, and if a foreign language is taught from easy to complex, students' knowledge and skills will develop, they will master the subject matter perfectly, and their oral literacy will develop.

I.M. Podgaetskaya thinks as follows about the implementation of exercises and tests: "From a methodological point of view, interest is understood as an emotional attitude that arouses in students a desire to learn the knowledge taught in the subject and stimulates their interest in this subject. From the outside, this attitude is manifested in enthusiasm and curiosity" [Podgaetskaya, 1985; 111]. As a result of completing the exercises, they will have the opportunity to consciously assimilate the knowledge they have acquired and, if necessary, apply it in practical activities. Therefore, if we pay attention to the perfect teaching of exercises and puzzles, which are among the main educational tools in teaching a foreign language to students, during the lesson, we will increase their interest in learning this subject.

Reading is a complex activity that includes psychological and physical processes. The teacher's task is to create practical language skills for each student, to choose such teaching methods that allow each student to show his activity and creativity. In order to succeed as a teacher, it is necessary to develop the processes of language processing in students [Podgaetskaya, 1985; 125].

"Oral speech (or communication)" is a specific skill in language use, which is characterized by two main parameters: fluency and clarity [Harmer, 1983; 255]. Accuracy is how grammatically correct your sentences are, whether they contain all the necessary articles, endings, adverbs, reflexes, and how well tenses, actives, passives, and auxiliary verbs are used. The most interesting thing about this is that when writing, you can take into account two parameters at once. That is, you either strive for fluency and make a number of mistakes, or you strive for accuracy and speak very slowly. In any case, this is absolutely normal [Bukhbinder, 1970; 155].

Fluency and accuracy are taught separately, and with constant practice, the result is fast and accurate. It is required to perform the same tasks repeatedly [Makhkamova et al., 2015; 89]. The following principle is applied in practice: understand - work out - use. This, in turn, requires some time and

patience.

Improving exercises. In the process of developing oral or written speech, such exercises are intended to automate pronunciation skills [Khamroyev, 2018; 75].

It is not enough to simply present and practice (reinforce) the sound, it is also necessary to go through the application stage. All types of speech activity, including conversation, are taught through the performance of exercises. The system of conversation exercises serves as a factor that forms, develops and improves skills and competences [Safarov, 2000; 79]. Therefore, there is a need to form the skill of communication, develop it and develop it into a skill, and improve it. At the first stage, in the conditions of the development of oral speech, communication skills and competence are cultivated on the basis of exercises that do not involve written (graphic) text. At the second stage, communication exercises are conducted based on oral text (which can also be in written form). The reason for the term "oral" is that it is a matter of the nature of the communication process [Gez & Lyakhovitskaya, 1982; 88]. At the last stage, speech material is used in a completely new way, as more complex speech tasks are gradually introduced.

Also, before presenting the necessary tasks and exercises, we briefly explain two terms. The term task refers to solving communicative problems in various situations [Shatilov, 1986; 66]. Tasks serve as an introductory task for independent work and suggest various methods of implementation. On the other hand, exercises are aimed at problems that are solved by repetition and consolidation. Linguistic and situational phenomena are mainly considered separately, which gives the exercises a one-dimensional character [Shatilov, 1986; 125]. There is no single typology of exercises for the development of reading skills. Usually, they are presented in didactic and methodological manuals as communicative exercises. It is difficult to give a general structure or division, since the requirements for teachers and students are different. A physical exercise trilogy can be created, for example, depending on the level of skill. Then we have tasks and exercises for variable, ultimately free speech. If the speech proceeds from the division of speech into dialogical and monological speech, then the results of the trilogy of exercises provide tasks and exercises for the development of monological and dialogical speech. Another typology of exercises proposed by several authors is as follows: - Preparatory exercises and exercises for aging [Bukhbinder &

Strauss, 1986; 85]:

- Tasks and exercises that strengthen the spine;
- tasks and exercises that create arousal;
- Tasks and exercises that simulate conversation and are closer to real conversation.

Based on research on improving oral speaking skills in English, we can propose the following steps and exercises to create a system of exercises based on non-traditional methods (see Table 1).

The results of the conducted pedagogical experiment (85% mastery rate) show that the use of non-traditional, communicatively oriented tasks in teaching English to students of the philology specialty is 21% more effective than traditional methods. These results are consistent with the results of J.J. It is a practical confirmation of Jalalov's principle of integrated teaching of speech activity and D. Noonan's theory of "meaning making". The methodology used in the study brought to a modern stage the ideas of G. Suit and O. Jespersen, who interpreted language not simply as a set of linguistic units, but as a living system that generates personal content in the process of communication.

In addition, the principle of integrated speech activity teaching, advanced by J.J. Jalalolov, and D. Nunan's theory of "meaning making" [Nunan, 1991; 75] have been confirmed in practice. In particular, as linguists such as G. Suit and O. Jespersen have emphasized, language learning is not a matter of memorizing rules, but a living speech process. During the "Jigsaw" and "Information Talk" exercises, the fact that students have access to a piece of information acts as a natural catalyst (Information Talk Principle) that compels them to engage in conversation [Noonan, 1989; 111].

As the research revealed, the exercises "Jigsaw" and "Information Gap" served as a "natural catalyst" for students, forcing them to engage in dialogue in conditions of information deprivation. In the process, the following set of competencies was formed in the students:

Results of the initial and final test: At the beginning of the experiment, the oral speech level of students in the control and experimental groups was almost the same (average scores of 65% and 64%, respectively). At the end of the experiment, the average score in the experimental group reached 85%, while in the control group it was 70% (see Table 2). Activity level: According to the results of the

observation, in the sessions where "information talk" and "problem-solving" exercises were used, the activity of students in engaging in class discussions increased by 40%.

Survey results: 90% of students said that using non-traditional methods increased their self-confidence and interest in the subject.

1- table

A system of exercises designed to improve oral speech skills using non-traditional methods

Language observation and language interpretation.

Choose a variety of topics to allow students to observe language in different contexts. For example, interesting topics such as city life, everyday life events, or the world of animals and plants.



Learning new words and expressions.

Exercises used to learn new words and expressions every week. These exercises will help you fill in the gaps associated with using the words and expressions.



Role-playing and dramatic art exercises.

Organizing role-playing and dramatic art exercises for students. Through these activities, they will familiarize themselves with the emotions experienced by the characters.



Brainstorming and goal setting.

Set goals for each activity to encourage students to think critically. For example, each week, add the first 5 new words to the vocabulary list or express an idea through different boards.



Interactive games and simulations

To engage students in practical language use through a variety of interactive games and simulations. These games created opportunities for them to collaborate with other students in using language in various processes.



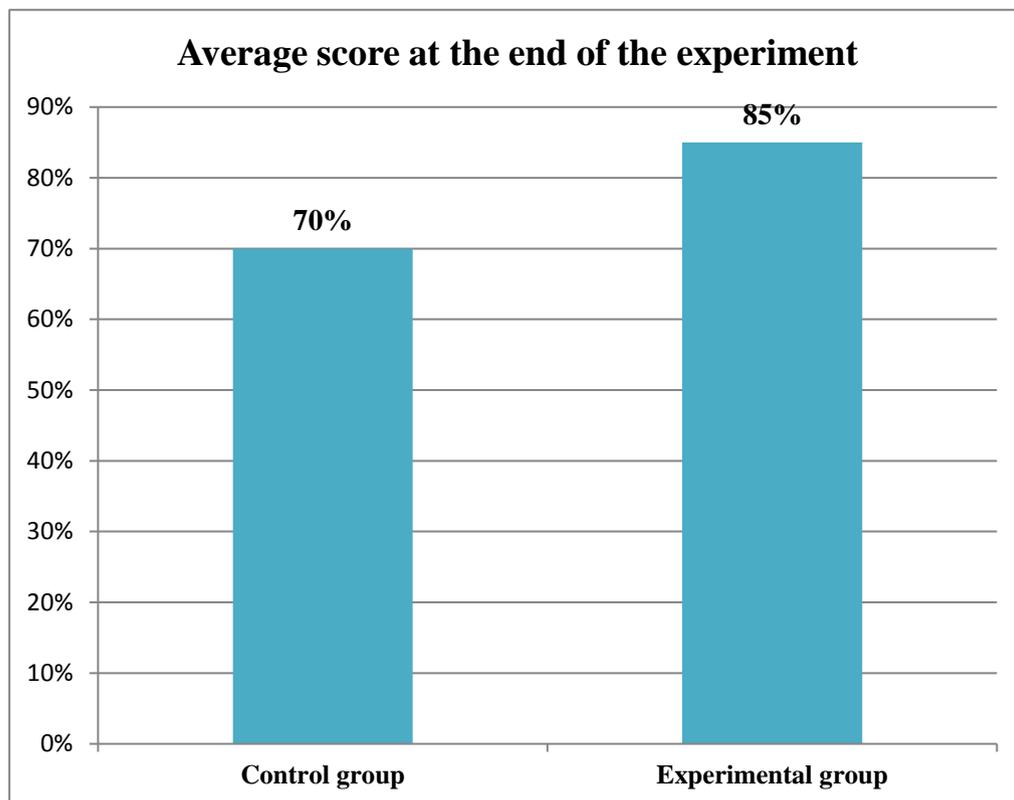
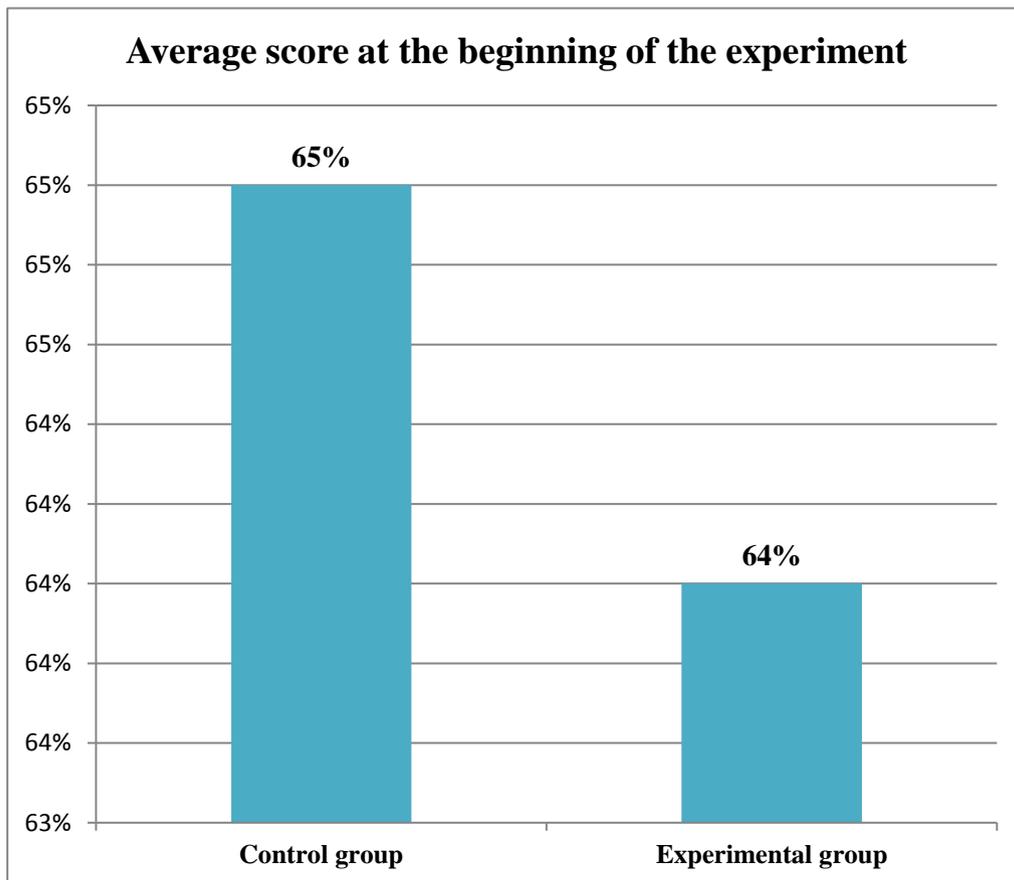
Learning additional languages.

Create exercises to help students learn other languages to further enhance their language learning. For example, introduce new languages by learning new words and expressions from different fields or specialties.



Oral speech exercises.

Students are given oral speech exercises to improve their speech comprehension and self-expression. They are prepared to listen to themselves and to speak in addition to other students..



2-table.

Name of groups	Number of students (N)	Average score at the beginning of the experiment (%)	Average score at the end of the experiment (%)	Growth dynamics (%)
Control group	30	65%	70%	+5%
Experimental group	30	64%	85%	+21%

Motivational task.

Lie to me

This motivational task is a fun way to get to know students better. Not just the basics, like where they live or if they have a brother, but real stories and anecdotes.

The students have to tell 3 facts about their life. Something that happened to them. Two of them should be true and one should be a lie. The other students have to find out which one is the lie. The teacher will be surprised what kind of crazy things can actually happen! Or how good students can lie.

Then, students will be able to complete the adapted test exercises without difficulty. By completing such exercises, students of the philological direction will not only learn English, but also develop their professional skills as future teachers, such as adapting the exercises to suit language learners. We will give the following as an example of test exercises:

Customized test exercise

1. True/false: read the headline. Guess if a-h below are true (T) or false (F)
 - a. Plants have never grown on the moon before this mission. T/F
 - b. Chinese scientists showed photos of moss growing on the moon. T/F
 - c. The plants are growing on the far side of the moon. T/F
 - d. Cotton seeds were the first plants to sprout. T/F
 - e. Scientists said their long-term aim is to grow plants on Mars. T/F
 - f. Scientists there are no chances of survival in space. T/F

g. There are sixty different organisms in the Chinese ecosystem project. T/F

h. The article said dead plants will be use to provide oxygen for fruit flies. T/F

Read the text and discuss your own true/false statements based on it. Work in pairs and find your peer’s statements are true or false. Circle T for true statements, F for false one

1. _____ T/F
2. _____ T/F
3. _____ T/F
4. _____ T/F
5. _____ T/F

Critical thinking task.

Worldly words.

Work on some skills using metaphor and choosing words carefully with this fun, challenging exercise. Imagine you live in a world where there are only 10 words you can ever use. You can repeat them as much as you want, but you can’t ever use any other words. Write down the 10 words you’d choose.

Next, make sentences with them in order to communicate something to your group. Use feeling and gesture to help them understand you. You can measure their understanding by writing your actual intended meaning below the sentence. Remember, you’ve only got 10 words to use, so choose them well!

Your 10 words: _____ Create sentences with them here:

1. _____ Actual meaning:

2. _____ Actual meaning:
3. _____ Actual meaning:
4. _____ Actual meaning:
5. _____ Actual meaning:
6. _____ Actual meaning:

Critical thinking exercises in English teach students to analyze the text, logically substantiate their thoughts, discuss controversial issues, and find various solutions. For this, exercises such as free expression of one's thoughts in English (conversations, debates) and various analysis of texts (comparison, evaluation, conclusion) are used, and these exercises can be carried out through textbooks or independently [Khatamov & Mirzaeva, 2006; 25].

Types of critical exercises:

Debates: To defend one's opinion with evidence, taking sides "for" and "against" on various topics.

Discussions: Having short or in-depth conversations on a topic, listening to other opinions, and expressing one's own point of view.

Text Analysis: Read an article, story, or news story and analyze the main idea, author's purpose, and the reliability of the evidence.

Q&A: Encourage deeper thinking through questions like "Why?", "How?", "What if..."

Problem Solving: Identifying a problem in a situation and proposing solutions to eliminate it.

Scenarios: To imagine a specific situation and discuss how to act in it.

Why is it important?

Deeper language acquisition: Helps to understand the content, rather than just translating. **Developing thinking skills:** Increases the ability to think logically, evaluate, and draw conclusions [Khatamov & Mirzaeva, 2006; 25].

CONCLUSION

In conclusion, the conducted research theoretically and practically proved the high effectiveness of non-traditional, communicative methods in improving the oral skills of philology students in English. The results of the research served as the basis for the following conclusions:

Confirmation of theoretical foundations: The theories of language teaching methodology put forward by world and republican scientists (D. Noonan, J. Willis, J. J. Jalalov, etc.), in particular, social constructivism and person-centered approaches, have been confirmed in practice. The system of tasks such as "Jigsaw tasks", "information speech", "problem-solving" and "decision-making", specially developed for the development of oral speech, is of great importance in the formation of students' communication competence.

The effectiveness of the pedagogical experiment: A pedagogical experiment conducted with the participation of 1st-year students of Tashkent Perfect University showed that, compared to the control group where traditional teaching methods were used, the students' oral speech mastery indicators in the experimental group where non-traditional methods were introduced increased significantly (from 64% to 85%). This result clearly demonstrates the practical value of these methodologies.

Practical significance: The research conclusions will serve as a basis for improving existing educational standards and curricula for organizing English language courses in the higher education system, especially in philological areas. The systematic use of non-traditional methods helps to develop students' abilities to think independently, critically approach and engage in real communication.

The use of interactive and non-traditional methods in improving oral speech skills is an urgent requirement of modern education, and the widespread introduction of these approaches into the educational process will create the foundation for improving the professional skills of future specialists.

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