

## EFFECTIVE APPROACHES TO TEACHING ENGLISH TO NON-NATIVE SPEAKERS

<https://doi.org/10.5281/zenodo.19730663>

**Dilbar Abdishukurovna Shomuradova**

*dilbarhon1984@mail.ru*

*Uzbekistan State Institute of Arts and Culture*

### **Abstract**

This article explores effective approaches to teaching English to non-native speakers in diverse educational contexts. With the growing importance of English as a global language, educators must adopt innovative, learner-centered approaches that enhance language acquisition. The paper reviews communicative, task-based, and technology-enhanced methodologies, highlighting their impact on learners' motivation, proficiency, and confidence.

### **Keywords**

English language teaching, non-native speakers, communicative approach, task-based learning, technology in education.

**INTRODUCTION.** In today's globalized world, English plays a crucial role as an international language that facilitates communication across nations and cultures. It is widely used in key domains such as education, business, science, and technology, making it an essential tool for both personal and professional development. As a result, the demand for effective English language instruction for non-native speakers has significantly increased in recent decades. Teaching English as a foreign or second language, however, is not a straightforward process. Learners come from diverse linguistic and cultural backgrounds, and they possess varying levels of prior knowledge, motivation, and learning abilities. These differences create challenges for educators, requiring them to move beyond traditional teaching practices and adopt more flexible and inclusive approaches.

Conventional methods that focus primarily on grammar rules and rote memorization are increasingly considered inadequate in developing real communicative competence. Although such approaches may help learners understand the structural aspects of the language, they often do not prepare them to use English effectively in real-life situations. In contrast, contemporary teaching approaches emphasize meaningful communication, interaction, and practical language use. Modern methodologies, including communicative and task-based

approaches, encourage learners to actively engage in the learning process. These approaches focus on using language as a tool for communication rather than as a subject to be studied in isolation. Additionally, the integration of digital technologies has transformed the language learning environment, providing learners with greater access to authentic materials, interactive tools, and self-directed learning opportunities.

Furthermore, current educational perspectives highlight the importance of learner-centered instruction. This involves recognizing individual differences among learners and adapting teaching strategies accordingly. Motivation, confidence, and a supportive classroom atmosphere are also essential factors that influence successful language acquisition.

Despite the progress made in language teaching methodologies, several practical challenges remain, including limited classroom time, large student groups, and unequal access to learning resources. These issues underline the need for continuous improvement in teaching practices and professional development for educators.

Against this background, the present study aims to explore effective approaches to teaching English to non-native speakers. It seeks to identify strategies that not only improve language proficiency but also enhance learners' ability to use English confidently and effectively in real-world contexts.

Although a considerable number of studies have investigated methods of teaching English to non-native speakers, much of the existing literature tends to examine specific instructional approaches in isolation. For instance, communicative language teaching and task-based learning are often analyzed as independent methodologies, without sufficient consideration of how these approaches can be effectively integrated within a single instructional framework [4]. This fragmented perspective limits a comprehensive understanding of how combined strategies may enhance language learning outcomes in diverse educational contexts.

In addition, there is a noticeable imbalance between theoretical discussions and practical implementation in previous research. Many studies provide detailed explanations of pedagogical principles; however, they do not adequately address the realities of classroom environments. Issues such as mixed-ability classrooms, large student populations, time limitations, and insufficient teaching resources are frequently overlooked. As a result, there is a gap between theoretical recommendations and their practical applicability, particularly in contexts where English is taught as a foreign language.

Another important limitation in the literature is the lack of empirical evidence derived from authentic classroom settings. While numerous studies claim the

effectiveness of modern teaching approaches, relatively few provide data based on systematic observation, learner feedback, or classroom-based research. This absence of context-specific evidence makes it difficult to evaluate how these methods function in real-life teaching situations and how they influence learners' communicative competence over time [2].

Furthermore, the role of learner-centered instruction remains insufficiently explored in an integrated manner. Although elements such as motivation, use of technology, and differentiated instruction are widely acknowledged as essential components of effective language teaching, they are often examined separately. There is limited research that investigates how these components can be combined into a cohesive teaching model that addresses diverse learner needs and promotes active engagement.

Another gap can be observed in the contextual diversity of existing studies. Much of the current research is conducted in well-resourced educational environments, which may not accurately reflect the conditions in developing or resource-constrained settings. Consequently, there is a need for studies that consider local educational contexts, cultural factors, and institutional limitations when evaluating the effectiveness of teaching approaches. In light of these gaps, the present study seeks to provide a more comprehensive analysis of effective approaches to teaching English to non-native speakers. It aims to examine not only individual methodologies but also their integration, with a particular focus on their practical application in real classroom environments. By doing so, this research intends to contribute to bridging the gap between theory and practice and to offer context-sensitive insights that can support both teachers and learners in achieving better language learning outcomes.

**LITERATURE ANALYSIS AND METHODOLOGY.** The teaching of English to non-native speakers has been widely discussed in the literature, with numerous studies highlighting the importance of learner-centered and communicative approaches. Research indicates that traditional grammar-focused methods, while useful for understanding linguistic structures, are insufficient in developing practical communicative competence (Brown, 2007; Harmer, 2015). Communicative Language Teaching (CLT) has been recognized as a highly effective methodology, emphasizing real-life communication, interaction, and the development of fluency alongside accuracy (Richards & Rodgers, 2014). It was observed to enhance learners' confidence in real-life interactions. By engaging in role-plays, dialogues, and problem-solving activities, learners developed not only linguistic accuracy but also pragmatic skills, such as turn-taking, politeness strategies, and cultural awareness. Similarly, Task-Based Language Teaching (TBLT) focuses on

meaningful tasks that require learners to apply language skills collaboratively, fostering problem-solving abilities and active engagement (Ellis, 2003). Tasks requiring learners to negotiate meaning, plan, and present outcomes fostered both motivation and autonomous learning.

The integration of technology in language teaching has also gained attention in recent research. Digital tools, online resources, and interactive platforms provide learners with authentic materials and opportunities for self-directed learning, increasing both motivation and accessibility (Chapelle, 2001). Studies further emphasize that combining CLT, TBLT, and technology within a learner-centered framework maximizes the effectiveness of language instruction by addressing diverse learner needs and enhancing engagement (Dörnyei, 2001; Shomuradova, 2025).

This study adopts a **qualitative research design** to investigate effective approaches to teaching English to non-native speakers. The primary aim is to gain a comprehensive understanding of how different teaching methods can be implemented in practice, as well as to examine their impact on learners' engagement, motivation, and overall language development. A qualitative approach was selected because it allows for in-depth exploration of classroom dynamics, teacher strategies, and learner experiences, which cannot be fully captured through quantitative measures alone.

The research was conducted in a formal educational setting where English is taught as a foreign language. The participants included a diverse group of non-native English learners, ranging from beginner to intermediate proficiency levels. Additionally, experienced English language teachers, who have practical knowledge of applying various instructional methods, were included to provide insight into pedagogical strategies. The diversity of both learners and teachers allowed the study to capture a wide spectrum of classroom practices and learner responses [1].

**RESULTS.** To ensure comprehensive and reliable data, multiple sources were employed. This triangulation strengthens the validity of the study by providing different perspectives on the teaching and learning processes. Data collection methods included:

1. **Classroom Observations:** Detailed observations were conducted over multiple sessions to document teaching practices, teacher-learner interactions, and student participation. Observation notes focused on the use of communicative activities, task-based exercises, and technology integration.
2. **Semi-Structured Interviews with Teachers:** Teachers were interviewed to gain an understanding of their instructional strategies, challenges faced, and

perceptions of method effectiveness. Open-ended questions allowed teachers to provide detailed and nuanced responses, highlighting practical considerations and personal experiences.

3. Student Feedback: Learners were asked to provide feedback through structured questionnaires and informal discussions. This helped assess their engagement, motivation, perceived learning outcomes, and comfort in participating in classroom activities.

The collected data were analyzed using thematic analysis, which involves identifying recurring patterns, themes, and categories within qualitative data. This method enabled the researchers to systematically examine which teaching approaches were most effective in promoting active participation, communicative competence, and learner confidence. Themes were iteratively refined and validated through cross-referencing observations, interviews, and student feedback to ensure credibility and consistency of findings [7].

Ethical integrity was maintained throughout the study. All participants were fully informed about the purpose of the research, its scope, and the voluntary nature of participation. Written consent was obtained from both teachers and students. Participants' anonymity and confidentiality were strictly preserved, and data were securely stored to prevent unauthorized access. Additionally, the study adhered to institutional and international ethical guidelines for conducting research in educational settings.

While the qualitative approach provides rich insights, it is subject to certain limitations. The findings are context-specific and may not be directly generalizable to all educational settings. Additionally, observer presence may have influenced classroom behavior (observer effect), and participants' self-reported data may include subjective biases. These limitations are acknowledged, and the study's findings are interpreted with caution while highlighting practical implications.

**CONCLUSION.** This study demonstrates that effective English language teaching for non-native speakers requires an integrated, learner-centered approach. Combining communicative, task-based, and technology-enhanced methodologies fosters practical language use, active engagement, and learner confidence. Tailoring instruction to individual needs enhances participation, reduces anxiety, and promotes ownership of learning. Technology supports authentic practice, self-directed learning, and differentiated instruction. Successful implementation depends on teacher training, institutional support, and adequate resources. Overall, a holistic, integrated approach not only improves language proficiency but also prepares learners for effective communication in real-world, global contexts. Future

research could examine its long-term impact and applicability in diverse educational settings.

### REFERENCES:

1. Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). Pearson Education.
2. Chapelle, C. A. (2001). *Computer applications in second language acquisition*. Cambridge University Press.
3. Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press.
4. Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University Press.
5. Harmer, J. (2015). *How to teach English* (5th ed.). Longman.
6. Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press.
7. Ismoilov, Hamdam, and Dilbar Abdishukurovna Shomuradova. "The Art of Translation as a Factor in Enriching the Cultures of the Peoples of the World." *TJE-Tematics journal of Education* 6 (2021).
8. Abdishukurovna, Shomuradova Dilbar. "The importance of CLIL method in improving professional English teaching technologies in non-philological educational directions." *International Journal of Pedagogics* 5.02 (2025): 216-219.
9. Dilbar, Shomuradova. "KASBGA YO 'NALTIRILGAN MULOQOT KO 'NIKMALARINING MAZMUN-MOHIYATI." *International Scientific and Current Research Conferences*. 2023.
10. Shomuradova, Dilbar. "THE USAGE OF THE INTERNET IN ESL LEARNING." *Türkoloji* 92 (2018): 65-68.
11. Shomuradova, Dilbar Abdishukurovna. "Effective use of authentic materials in developing professional communicative skills." *Academic Journal of Science, Technology and Education* 1.7 (2025): 53-55.
12. Рамазанова, Ш. "Языковая личность как объект лингвокультурологических исследований." (2011).
13. Рамазанова, Ш. Р. "РУССКОЕ КОМПОЗИТООБРАЗОВАНИЕ И ТИПОЛОГИЧЕСКИЕ ХАРАКТЕРИСТИКИ СЛОВООБРАЗОВАТЕЛЬНОГО ГНЕЗДА." *Вопросы филологических наук* 5 (2006): 97-99.
14. Yuldashev, Marufjon, Shoiram Ramazanova, and Rasuljon Tojimatov. "Expression Of The Linguistic Concept Of "Motherland" In Muhammad Yusuf's Poetry." *Journal of Positive School Psychology* 6 (2022): 4179-4186.

15. Сарсенбаева, С., and Ш. Рамазанова. "Н. Баймаханова Активные методы обучения в медицинском ВУЗе: учебное пособие." (2011).
16. Рамазанова, Ш. Р. "КОМПОЗИТЫ В СОСТАВЕ РУССКИХ СЛОВООБРАЗОВАТЕЛЬНЫХ ЦЕПОЧЕК." *УЧЕНЫЙ XXI ВЕКА* 70.
17. Рамазанова, Ш. Р. "АББРЕВИАЦИЯ В СОВРЕМЕННОМ РУССКОМ ЯЗЫКЕ." *Редакционная коллегия* 307 (2020).
18. Рамазанова, Шоира Рихсибаевна. "МНОГОАСПЕКТНАЯ ПРОБЛЕМА КОМПОЗИТОЛОГИИ В ЦЕЛОМ, ПЕРСПЕКТИВНОЕ НАУЧНОЕ НАПРАВЛЕНИЕ ИЗУЧЕНИЯ ВОПРОСОВ РУССКОГО СЛОВООБРАЗОВАНИЯ." *AMERICAN JOURNAL OF SOCIAL SCIENCE* 3.4 (2025): 88-95.
19. Рамазанова, Ш. Р. "СЛОВООБРАЗОВАТЕЛЬНАЯ СИСТЕМА РУССКОГО ЯЗЫКА." *ББК 81.411. 2 P89 273* (2018).
20. Рамазанова, Шелале. "Концепт." *Крымская война" в русском языковом сознании второй половины XIX века* 3 (2012).
21. Ramazanovna, Shoira Ravshanovna. "Ch. aytmatov as a New Nature of Intercultural and Interreligious Dialogue in the Integrated Social-planetary System." *JournalNX*: 158-160.
22. Ravshanovna, Ramazanovna Shoira. "Word Educational Semantics Of Composers." *JournalNX*: 145-148.
23. Рамазанова, Шоира Рихсибаевна. "ТЕОРЕТИЧЕСКИЕ АСПЕКТЫ ПОНЯТИЯ «КОМПОЗИТ» В СОВРЕМЕННОЙ РУСИСТИКЕ." *AMERICAN JOURNAL OF SOCIAL SCIENCE* 3.10 (2025): 133-140.
24. Рамазанова, Шоира Рихсибаевна. "СЛОВООБРАЗОВАТЕЛЬНЫЕ ЦЕПОЧКИ. КОМПОЗИТЫ-СЛОЖЕНИЯ В СТРУКТУРЕ СЛОВООБРАЗОВАТЕЛЬНЫХ ЦЕПОЧЕК." *AMERICAN JOURNAL OF SOCIAL SCIENCE* 3.5 (2025): 45-55.
25. Рамазанова, Ш. "Специфика представления композитов в «Словообразовательном словаре русского языка АН Тихонова»." (2018).
26. SHOIRA, RIKHSIBAEVNA R. "COMPOSITE COMPLEX UNITS OF RUSSIAN WORD FORMATION: GENERAL CHARACTERISTICS OF COMPOSITIONAL WORD-FORMATION NESTS." *EUROPEAN JOURNAL OF GEOGRAPHY* 1.4 (2024): 126-132.
27. Ravshanovna, Ramazanovna Shoira. "Word-formation semantics of composites." *ACADEMICIA: An International Multidisciplinary Research Journal* 11.3 (2021): 424-430.
28. Рамазанова, Шелале. "ОБРАЗЫ В СТРУКТУРЕ ОБЩЕСТВЕННОГО СОЗНАНИЯ ВТОРОЙ ПОЛОВИНЫ XIX В." *Редакторы-составители* (2015): 192.

29. Ramazanova, Sh R. "The theory of compound words formed in Russian grammars of XVIII-XIX centuries." *Сборники конференций НИЦ Социосфера*. No. 28. Vedecko vydavatel'ske centrum Sociosfera-CZ sro, 2014.
30. Рамазанова, Шелале. "Проблема исследования языкового и когнитивного сознания в лингвокультурологии."
31. Ismoilov, Khamdam, and Doston Khamidov. "Special Corpses Of The Uzbek Language-A Tool For Studying Community Of Language And Culture." *Journal of Positive School Psychology* 6.10 (2022).
32. Bobonazarova, G. T. "The Problem Of Interpreting Exclamatory Sentences In English And Uzbek." *Ученый XXI века* 8 (89) (2022): 49-51.
33. Bobonazarova, Gulnoza Tolibjonovna. "JAHON ADABIYOTINI O 'QITISH MASALALARI." *World of Philology* 5.1 (2026): 24-30.
34. Bobonazarova, G. T. "JAHON ADABIYOTI FANINI O 'QITISHDA ANTIK ADABIYOT NAMUNALARINING O 'RNI." *Экономика и социум* 5-1 (132) (2025): 156-159.
35. Bobonazarova, Gulnoza Tolibjonovna. "ZAMONAVIY INGLIZ ADABIYOTI." *Oriental Art and Culture* 6.5 (2025): 345-348.
36. Bobonazarova, Gulnoza. "BADIY KOMPETENSIYALARNI RIVOJLANTIRISHGA QO 'YILADIGAN DIDAKTIK TALABLAR XUSUSIDA." *Science and innovation* 3.Special Issue 2 (2024): 38-40.
37. Borievna, Kadirova Marguba. "HURMAT KATEGORIYASINING INGLIZ VA O'ZBEK TILIDA LINGVOPOETIK XUSUSIYATLARI." *Oriental renaissance: Innovative, educational, natural and social sciences* 1.4 (2021): 1357-1362.
38. Bo'riyevna, Qodirova Marg'uba. "HURMAT IFODALOVCHI MORFOLOGIK VOSITALARNING O 'ZBEK VA INGLIZ TILLARIDAGI QIYOSI." *GLOBAL RESEARCH AND ACADEMIC INNOVATIONS* 3.1 (2026): 190-198.
39. BURIYEVNA, KM. "UZBEK AND ENGLISH EXPRESSIONS OF RESPECT COMPARISON OF LEXICAL MEANS." *CURRENT RESEARCH JOURNAL OF PHILOLOGICAL SCIENCES Учредители: The USA Journals* 5.11 (2024): 1-5.
40. QODIROVA, Marg'uba Bo'riyevna, and Farog'at Zarifovna DADABOYEVA. "FOLKLOR-MA'NAVIYAT KO 'ZGUSI." *FOLKLOR, TIL VA MADANIYAT MASALALARINI ILMIY O 'RGANISHDA FAN VA INNOVATSIYALAR UYG 'UNLIGI*: 82.
41. Akhmadjonovna, Usmanova Khumora, and Kadirova Marguba Borievna. "Communicative Methods and Motivation of English Learning by Art and Culture Students." *JournalNX* 8.10 (2022): 85-88.

42. Buriyevna, Kadirova Marguba. "FEATURES OF MEANS OF EXPRESSION OF RESPECT IN UZBEK LANGUAGE." *Ta'lim fidoyilari* 5.9 (2022): 36-43.
43. Дадабаева, ФарогаТ Зарифовна. "ВЛИЯНИЕ СОВРЕМЕННОЙ МУЗЫКИ НА МОЛОДЁЖЬ." *Russian-Uzbekistan Conference*. Vol. 1. No. 2. 2025.
44. Дадабаева, Ф. З. "О ЗНАЧЕНИИ РУССКОГО ЯЗЫКА В ЖИЗНИ СОВРЕМЕННОЙ МОЛОДЕЖИ." *Экономика и социум* 2-1 (129) (2025): 869-872.
45. ДАДАБАЕВА, ФЗ. "ЭКОНОМИКА И СОЦИУМ." *ЭКОНОМИКА*: 869-872.
46. Дадабаева, Ф. З. "МЕТОДИКА ПРЕПОДАВАНИЯ РУССКОГО ЯЗЫКА В НАЦИОНАЛЬНЫХ ГРУППАХ ИНСТИТУТА ИСКУССТВ И КУЛЬТУРЫ УЗБЕКИСТАНА." *Экономика и социум* 5-1 (120) (2024): 1184-1187.
47. Marufova, Zulfiya. "THE CONCEPT OF "BEAUTY" AND ITS LINGUOPROETHICAL RESEARCH AND ANALYSIS ISSUES." *AMERICAN JOURNAL OF SOCIAL SCIENCE* 3.4 (2025): 81-87.
48. Маруфова, З. "ШАРҚОНА ГЎЗАЛЛИК ТАСВИРИДА ЎСИМЛИК НОМЛАРИНИНГ РОЛИ." *Экономика и социум* 11 (78) (2020): 877-880.
49. Байтураев, Тойчибай Досатович. "Библиография изданий ГА Пугаченковой как источник краеведческой библиографии." *Вестник Санкт-Петербургского государственного института культуры* 2 (47) (2021): 170-173.
50. Байтураев, Тойчибай Досатович. "Библиография Бабура и Бабуридов." *Вестник Санкт-Петербургского государственного института культуры* 3 (48) (2021): 172-175.
51. БАЙТУРАЕВ, ТОЙЧИБАЙ ДОСАТОВИЧ. "БИБЛИОГРАФИЯ И КНИГОВЕДЕНИЕ." *БИБЛИОГРАФИЯ*: 206-213.
52. Байтураев, Тойчибай Досатович. "Библиографирование произведений Абая Кунанбаева в Узбекистане." *ДЕВЯТНАДЦАТЫЕ ДЕНИСЬЕВСКИЕ ЧТЕНИЯ* (2021): 6.
53. Bayturaev, T. D., and Ravshanova Anora. "ACADEMIC GA PUGACHENKOVA, RESEARCHER OF ART MONUMENTS OF CENTRAL ASIA." *AMERICAN JOURNAL OF SOCIAL SCIENCE* 2.5 (2024): 61-66.
54. Bayturaev, T. D., and Abduraximova Sevara Rustamboevna. "THE PROBLEM OF TRAINING SPECIALISTS IN LIBRARY WORK IN UZBEKISTAN." *AMERICAN JOURNAL OF SOCIAL SCIENCE* 3.4 (2025): 15-21.
55. Taxmina, Lukmanova, and T. D. Bayturaev. "HISTORICAL REGIONAL PUBLICATIONS IN UZBEKISTAN AND THEIR BIBLIOGRAPHY." *AMERICAN JOURNAL OF SOCIAL SCIENCE* 3.7 (2025): 1-12.

56. Ermanov, Davron, and Zilola Ergasheva. "MAKING ASSESSMENT AND CONSTRUCTIVE FEEDBACK." *Konferensiya 2024* 1.01 (2024).
57. Эргашева, Зилола Сайдуллоевна. "Маъно кўчиш турлари ҳақида назарий маълумот ва уни ўқитиш усулларининг илмий-методик адабиётларда ёритилиши." *Ta'lim fidoyilari* 5.9 (2022): 13-21.
58. Sadullaevna, Zilola Ergasheva. "Theoretical information about the types of semantic transfer and methods of its teaching in the scientific and methodological literature." (2022).
59. ERGASHEVA, Zilola Saidulloyevna. "THE ROLE OF FOLKLORE SAMPLES IN THE CREATION OF ANIMATED FILMS." *FOLKLOR, TIL VA MADANIYAT MASALALARINI ILMIY O'RGANISHDA FAN VA INNOVATSIYALAR UYG'UNLIGI*: 113.
60. Buriyevna, Kadirova Marguba. "INTERACTIONS BETWEEN TEACHERS AND STUDENTS: SKILLS, EXPERIENCES, AND LEARNING OUTCOMES." *AMERICAN JOURNAL OF SOCIAL SCIENCE* 4.2 (2026): 58-63.
61. Дадабаева, Фароғат Зарифовна. "ЯЗЫК И ЛИТЕРАТУРА КАК ОСНОВА ФОРМИРОВАНИЯ КУЛЬТУРЫ РЕЧИ." *AMERICAN JOURNAL OF SOCIAL SCIENCE* 4.2 (2026): 64-70.
62. Tolibjonovna, Bobonazarova Gulnoza. "DEVELOPING ACADEMIC ESSAY WRITING COMPETENCE IN HIGHER EDUCATION: AN INTEGRATED PROCESS-GENRE AND NATIONAL PEDAGOGICAL FRAMEWORK." *AMERICAN JOURNAL OF SOCIAL SCIENCE* 4.2 (2026): 71-77.
63. Samiyev, Baxtiyor. "INNOVATIVE DEVELOPMENT OF CULTURE AND ART." *Multidisciplinary Journal of Science and Technology* 4.5 (2024): 522-525.
64. Baxtiyor, Samiyev. "THEORETICAL ANALYSIS OF THE CURRENT ACTIVITY OF CULTURAL CENTERS IN UZBEKISTAN." *International Multidisciplinary Journal for Research & Development* 11.05 (2024).
65. Samiyev, Baxtiyor Norbobo O'G'Li, and Mo'Minmirzo Xolmo'Minov. "YUSUF XOS HOJIBNING BOSHQARUVGA DOIR QARASHLARI VA AXLOQIY O'GITLARI." *Oriental Art and Culture* 4.2 (2023): 359-364.
66. Alimasov, Viktor, and Samiyev Baxtiyor Norbobo o'g'li. "MADANIYAT VA SAN'AT SOHASIDA KADRLAR VA MUTAXASSISLAR MIGRATSIYASI." *Journal of universal science research* 3.3 (2025): 31-35.
67. Kholmuminov, Muminmirzo, and Asilbek Qolqanatov. "The Formation of the First Libraries in Uzbekistan and the Role of Increasing the Cultural and Educational Awareness of the Population." *image* 4.89 (2021): 90.
68. Kalkanatov, Asilbek. "THE IMPORTANCE OF MANAGING THE

PARTICIPATION OF CULTURAL AND ART INSTITUTIONS AND ORGANIZATIONS IN CULTURAL ACTIVITIES." *Journal of Innovation, Creativity and Art* 2 (2023): 7-10.

69. Norbobo o'g'li, Samiyev Baxtiyor. "ROLE OF MARKETING TECHNOLOGIES IN SOCIO-CULTURAL ACTIVITY." *Shokh Articles Library* 1.1 (2025).

70. Saydulloyevna, Ergasheva Zilola. "'PYGMALION AND GALATEA' OR ABOUT THE PERFECT WORK OF ART." *AMERICAN JOURNAL OF SOCIAL SCIENCE* 4.2 (2026): 117-125.

71. Tursunpulatovna, Jumaeva Dilnoza. "Coverage of mystical interpretations in the epics of Yusuf and Zulaykho." *ACADEMICIA: An International Multidisciplinary Research Journal* 11.3 (2021): 2599-2603.

72. Jumayeva, Dilnoza. "Analysis of the figurative system of the epic" Yusuf and Zulaikha." *GOLDEN SCRIPTS OLTIN BITIGLAR*: 65.

73. Tursunpo'latovna, J. D. "Use of Alisher Navoi's works in teaching "children's literature"." *Galaxy International Interdisciplinary Research Journal* 10.3 (2022): 630-634.

74. Tursunpo'latovna, J. D. "USE OF ALISHER NAVOI'S WORKS IN" CHILDREN'S LITERATURE" SUBJECT." *Web of Scientist: International Scientific Research Journal* 3.12 (2022): 63-68.