

FILOLOGIYA VA PEDAGOGIKA

2026-yil
14 (33)-son

O‘ZBEKISTON RESPUBLIKASI MAKTABGACHA VA MAKTAB TA’LIMI VAZIRLIGINING
ILMIY-METODIK ELEKTRON JURNALI

RU

ФИЛОЛОГИЯ И ПЕДАГОГИКА

НАУЧНО-МЕТОДИЧЕСКИЙ ЭЛЕКТРОННЫЙ ЖУРНАЛ МИНИСТЕРСТВА ДОШКОЛЬНОГО И ШКОЛЬНОГО ОБРАЗОВАНИЯ РЕСПУБЛИКИ УЗБЕКИСТАН

PHILOLOGY AND PEDAGOGY

EN

SCIENTIFIC-METHODOLOGICAL ELECTRONIC JOURNAL OF THE MINISTRY OF PRESCHOOL AND SCHOOL EDUCATION OF THE REPUBLIC OF UZBEKISTAN

“Filologiya va pedagogika” ilmiy-metodik jurnali Oliy attestatsiya komissiyasi Rayosatining 2024-yil 30-noyabrdagi 364/5-qarori bilan 10.00.00 – Filologiya va 13.00.00 – Pedagogika fanlari bo‘yicha doktorlik dissertatsiyalari (PhD, DSc) asosiy ilmiy natijalarini chop etish tavsiya etilgan milliy ilmiy nashrlar ro‘yxatiga kiritilgan

FILOLOGIYA VA PEDAGOGIKA

TIL VA ADABIYOT TA'LIMI

O'zbekiston Respublikasi Prezidenti Administratsiyasi huzuridagi Axborot va ommaviy kommunikatsiyalar agentligi tomonidan 2024-yil 19-avgustda 360240-raqami bilan davlat ro'yxatidan o'tkazilgan.

2026-yil
14 (33)-son

e-ISSN 3060-4885

MAS'UL MUHARRIR
Nargiza Sotvoldiyeva

MUHARRIRLAR:
Shahobiddin Rasulov
Najmiddin Ermatov
Emma Torosyan
Shaxina Muxamedjanova

SAHIFALOVCHI
Ziyoda Komilova

Tahririyat manzili:
100011, Toshkent shahri
Navoiy ko'chasi 30-uy.
Telefon: (55) 510-28-44,
(77) 358-57-67
e-mail: til_adabiyot@umail.uz
veb-sayt: www.tilvaadabiyot.uz

Materiallar
@FilologiyaPedagogikaBot
orqali qabul qilinadi.

Elektron jurnal 31.07.2026 da nashr etildi.

MUASSIS
O'zbekiston Respublikasi
Maktabgacha va maktab
ta'limi vazirligi
"Til va adabiyot ta'limi"
davlat korxonasi

O'ZBEKISTON RESPUBLIKASI MAKTABGACHA VA MAKTAB TA'LIMI VAZIRLIGINING ILMIY-METODIK ELEKTRON JURNALI

TAHRIR HAY'ATI:

10.00.00 – FILOLOGIYA

E'zozxon Karimova
O'zbekiston Respublikasi Maktabgacha va maktab ta'limi vaziri
Farhod Boqiyev
O'zbekiston Respublikasi Maktabgacha va maktab ta'limi vaziri o'rinbosari
Azizbek Turdiyev
O'zbekiston Respublikasi Maktabgacha va maktab ta'limi vaziri o'rinbosari
Farrux Jabborov
"Til va adabiyot ta'limi" – "Преподавание языка и литературы" – "Language and literature teaching" jurnali bosh muharriri
Baxtiyor Mengliyev
Toshkent Amaliy fanlar universiteti tadqiqotchi-professori, filologiya fanlari doktori
Baxtiyor Doniyorov
Toshkent axborot texnologiyalari universiteti Nurafshon filiali professori, filologiya fanlari doktori
Anatoliy Lixodziyevskiy
O'zbekiston davlat jahon tillari universiteti professori, filologiya fanlari doktori
Oksana Gibraltarskaya
O'zbekiston Milliy universiteti professori, filologiya fanlari doktori
Sherzod Atamuradov
filologiya fanlari bo'yicha falsafa doktori
Mohichexra Boltayeva
O'zbekiston Milliy universiteti Jizzax filiali dotsenti, pedagogika fanlari doktori
Muxtarbay Kurbanov
Nukus davlat pedagogika instituti dotsenti, filologiya fanlari doktori
Anvar Bo'ronov
Toshkent davlat o'zbek tili va adabiyoti universiteti, ijtimoiy gumanitar fanlar kafedrasi dotsenti, filologiya fanlari bo'yicha falsafa doktori
Dilmurod Teshaboyev
Farg'ona davlat universiteti boshlang'ich ta'lim uslubiyati kafedrasi dotsenti, filologiya fanlari doktori
Gulhida Ikromova
Farg'ona davlat universiteti boshlang'ich ta'lim uslubiyati kafedrasi katta o'qituvchisi, filologiya fanlari bo'yicha falsafa doktori
Aziza Axmedova
O'zbekiston Respublikasi Fanlar akademiyasi o'zbek tili, adabiyoti va folklori instituti katta ilmiy xodimi
Iroda Nasimova
O'zbekiston Jurnalistika va ommaviy kommunikatsiyalar universiteti katta o'qituvchisi, filologiya fanlari bo'yicha falsafa doktori

13.00.00 – PEDAGOGIKA

Qozoqboy Yo'ldoshev
Toshkent Amaliy fanlar universiteti professori, pedagogika fanlari doktori
G'ofir Hamroyev
Toshkent Amaliy fanlar universiteti tadqiqotchi-professori, pedagogika fanlari doktori
Xadicha Muxitdinova
O'zbekiston davlat jahon tillari universiteti professori, pedagogika fanlari doktori
Gulnora Mansurova
Toshkent davlat iqtisodiyot universiteti dotsenti, falsafa fanlari doktori
Sevara Ziyayeva
O'zbekiston davlat jahon tillari universiteti dotsenti, filologiya fanlari doktori
Indira Narkulova
O'zbekiston Respublikasi Jamoat xavfsizligi universiteti katta o'qituvchisi, pedagogika fanlari bo'yicha falsafa doktori
Abduvali Daminov
O'zbekiston Milliy universiteti ijtimoiy fanlar fakulteti huquqiy fanlar kafedrasi katta o'qituvchisi
Gulnoza Uzokova
Qarshi davlat universiteti professori, pedagogika fanlari nomzodi
Lola Akramova
Toshkent davlat tibbiyot universiteti o'zbek tili va xorijiy tillar, pedagogika kafedrasi dotsenti
Zulfiya Ortiqova
Farg'ona davlat universiteti boshlang'ich ta'lim uslubiyati kafedrasi katta o'qituvchisi, pedagogika fanlari bo'yicha falsafa doktori
Pulotjon Qaxorov
Samarqand davlat universitetining Urgut filiali dotsenti
Dilafruz Asqarova
Farg'ona davlat universiteti maktabgacha ta'lim kafedrasi o'qituvchisi, pedagogika fanlari bo'yicha falsafa doktori

O'zbekiston Respublikasi Oliy ta'lim, fan va innovatsiyalar vazirligi huzuridagi Oliy attestatsiya komissiyasi Rayosatining 2024-yil 30-noyabrdagi 364/5-qarori bilan 10.00.00 – Filologiya va 13.00.00 – Pedagogika fanlari bo'yicha doktorlik dissertatsiyalari (PhD, DSc) asosiy ilmiy natijalarini chop etish tavsiya etilgan milliy ilmiy nashr.

M U N D A R I J A

10.00.00 – FILOLOGIYA

Olmos Xurramov. Xayriddin Sultonov ijodida Bobur obrazining badiiy talqini ... 4
Malika Gulamova. Muloqotda harakatga undash taktikalari va strategiyalari ... 7
Husnigul Jo'rayeva. Bir g'azal sharhi ... 9
Fazilat Ibragimova. Matnda murojaat birliklarining lingvopoetik xususiyatlari ... 11
Nafosat Zaripboyeva. Ijtimoiy mediada gender stereotiplarning kommunikativ transformatsiyasi ... 14
Maftuna Yunusova. Diskursiv tahlilda tibbiy muloqotning voqelanish asoslari ... 16
Nigora Axtamova. Qarindoshlik nomlarining ingliz tili bilan qiyosiy tahlili va lakunar birliklari ... 21
Наргизахон Абдуллаева. Синкретизм как форма морфологической нейтрализации в английском и русском языках ... 24
Sevara Jumanova. Promptlar strukturasida lingvistik assimetriya: ingliz va o'zbek tillari misolida chog'ishtirma tarjimashunoslik tahlili ... 26
Обид Рахимов. Прагмалингвистические стратегии цифровой коммуникации в узбекском и русском языках ... 28
Shodiya Qurbonova. O'zbek badiiy diskursida bolalar nutqining sotsiopragmatik tadqiqi ... 30
Anvar Sobirov. Jonli so'zlashuv nutqida so'z tartibining lingvopoetik va lingvopragmatik xususiyatlari ... 32
Baxoroy Abdunabiyeva. Uilyam Sidney Porter va Shukur Xolmirzayev hikoyalarining lingvopoetik xususiyatlari ... 34
Ilhom Eshonqulov. Hashmat Buxoriy asarlarida tarixiy voqelikning badiiy talqini ... 36
Nigina Rasuleva. 1950–1990-yillardagi G'arb va Xitoy ilmiy fantastikasining rivojlanish tendensiyalari ... 39
Dilnura Rustamova. Qurbon Muhammadrizoning "Bir siqim tuproq" asarida peyzaj qahramon ruhiy olamini aks ettirish vositasi sifatida ... 42
Nodiraxon Shakirova. Ingliz va o'zbek lingvomadaniyatida "oila" konseptining etimologik ildizlari va milliy-madaniy xoslanishi ... 44
Zebo Sabirova. Badiiy psixologizm – adabiy-estetik hodisa ... 46
Doniyor Hamidov. "Hissiyot" tushunchasi va uni o'rganishning nazariy asoslari ... 48
Malika Mansurova. Abdulla Qodiriy siymosining dramatik talqini ... 52
Nafisa Azimboyeva. XXI asr o'zbek badiiy tarjimalarida poetik birliklarni qayta yaratish xususiyatlari (Paulo Koeloning "Alkimyogar" romani misolida) ... 54
Sanjar Azimboyev. Ingliz va o'zbek diplomatik nutqlarida pragmatik markerlarning kommunikati funksiyalari ... 57
Munisa Nazarova. Ingliz va o'zbek tillari diskursida sukutning kognitiv-psixolingvistik xususiyatlari ... 60
Nozima Abdullayeva. O'zbek, ingliz va arab tillaridagi salomatlikka oid maqollarda somatizmlarning qiyosiy tahlili ... 62
Dildora Raxmonova. Jadid adabiyotida Ovro'po madaniyatining badiiy talqini: Abdulla Avloniy ijodi misolida ... 65
Shohsanam Kimsanboyeva. "Sayohat xotiralari"da joy nomlari va tarixiy voqealarning yoritilishi ... 67
Gavxarbonu Xoshimova. Sirojiddin Sayyid ijodida quyosh obrazi talqini ... 70
Zulxumor Mirzayeva. Ingliz va o'zbek tillarida aksiologik konseptlarning frazeosemantik maydon doirasida qiyosiy-lingvokulturologik tahlili ... 72
Oliya Qodirova. "Lison ut-tayr" dostoni nashrlarida matniy tafovutlarning qiyosiy tahlili ... 74
Muxtarbay Kurbanov. Qang'li etnonimi haqida ayrim mulohazalar ... 76
Konisbay Sarsenbaev, Omar Saparmatov. The Use of Metonymies in the Works of Poet Kunkhoja ... 78

13.00.00 – PEDAGOGIKA

Sayyora Islomxo'jayeva. "Lingvistik kompetentlik" tushunchasi va uning o'quv jarayonidagi o'rni 80
Азизбек Султанбаев. Влияние технологий искусственного интеллекта на качество учебного процесса в цифровой образовательной среде 88
Шахло Джамалдинова. Инновационные педагогические технологии как средство развития эмоционально-коммуникативных компетенций студентов медицинских вузов 90
To'lqinjon G'ofurov. O'quv amaliyoti jarayonida talabalarning kasbiy mobilligini dual ta'lim asosida rivojlantirish metodikasi 94
Inoyatxon Normahamatova. Kollaborativ yondashuvning turli yosh bosqichlaridagi o'quvchilarga pedagogik-psixologik ta'sirini qiyosiy o'rganish 96
Sevara Kurbanova. Axborot asrida o'qituvchining kasbiy identifikatsiyasi va o'z-o'ziga ishonchi: zamonaviy pedagogik yondashuvlar 99
Gulhayo Tolibova. Kompetensiyaviy ta'limda matnning didaktik salohiyati 101
Sevara Xudoyqulova. Talabalarga xorijiy tillarni o'qitishda pedagogik texnologiyalardan foydalanishni takomillashtirish 103
Muborak Azimova. The Role of Assessment in Vocabulary Teaching Using Mall in English Teaching 105
Saida Ergasheva. Madaniyat va san'at menejerlarida boshqaruv kompetensiyalarini rivojlantirish metodikasi 108
Guljahon Ergasheva. Ona tili mashg'ulotlarida matn ustida ishlash 110
Oliya Najmiddinova. Curriculum Framework and Curriculum Reform in Uzbekistan 112
Dildor Norqulova. Portret janriga oid materiallar vositasida bo'lajak tasviriy san'at o'qituvchilarining kasbiy kompetensiyasini rivojlantirishning pedagogik va psixologik asoslari 114
Nilufar Oymatova. Adabiyot ta'limida o'yin texnologiyalari: nazariy-metodik tahlil 116
Rustam Turopov. Maktablarda sifatli ta'lim muhitini yaratishda o'qituvchilarning o'rni 119
Jamshid Matnazarov. Mashg'ulotlarni kuzatish va o'zlashtirishda zamonaviy texnologiyalardan foydalanish 121
Sevinch Toshboyeva. Enhancing English Speaking Skills Through Communicative Language Teaching in Uzbek Universities 123
Iroda Umarova. Chet tillarni o'qitishda sun'iy intellekt va raqamli texnologiyalarning qo'llanishi: xalqaro tadqiqotlar tahlili 125

Sevinch TOSHBOYEVA,

ENHANCING ENGLISH SPEAKING SKILLS THROUGH COMMUNICATIVE LANGUAGE TEACHING IN UZBEK UNIVERSITIES

Annotation. Despite sustained curricular reform, oral proficiency remains the weakest component of English competence among students in Uzbek higher education. This article examines how Communicative Language Teaching (CLT) may be adapted, rather than transplanted, in order to develop speaking skills in the Uzbek university classroom. The study combines a critical reading of CLT theory with a mixed-methods classroom investigation carried out across one academic semester. Ninety-four second-year students at two state universities took part in a quasi-experimental design: the experimental group followed instruction organised around information-gap tasks, structured pair work and small-group problem-solving, while the comparison group continued with conventional presentation-practice-production sequences. The findings demonstrate that the communicative approach significantly enhances students' fluency and interactional competence.

Keywords: communicative language teaching (CLT), speaking skills, communicative competence, classroom interaction, fluency development, pair and group work, English as a foreign language (EFL), Uzbek higher education.

Annotatsiya. O'quv dasturlarini muntazam isloh qilishga qaramay, og'zaki nutq qobiliyati O'zbekiston oliy ta'lim muassasalari talabalari orasida ingliz tili kompetensiyasining eng zaif jihati bo'lib qolmoqda. Ushbu maqolada O'zbekiston universitetlarida ingliz tili og'zaki nutqini rivojlantirish uchun Kommunikativ til o'qitish (CLT) yondashuvini mexanik ravishda ko'chirib o'tkazish emas, balki uni mahalliy sharoitga moslashtirgan holda qo'llash masalalari tadqiq etiladi. Tadqiqot CLT nazariyasini tanqidiy tahlil qilish va bir akademik semestr davomida o'tkazilgan aralash usullardagi (mixed-methods) auditoriya kuzatuvini o'z ichiga oladi. Ikki davlat universitetining 94 nafar ikkinchi kurs talabalari kvazi-eksperimental dizaynda ishtirok etishdi: eksperimental guruh darslari axborot bo'shlig'i vazifalari (information-gap tasks), tuzilgan juftlik ishlari va kichik guruhlarda muammolarni hal etishga yo'naltirildi, taqqoslash guruhi esa an'anaviy "taqdimot-amaliyot-ishlab chiqarish" (PPP) ketma-ketligi asosida o'qitildi. Natijalar kommunikativ usul talabalarning ravonligi va muloqot kompetensiyasini sezilarli darajada oshirganini ko'rsatdi.

Kalit so'zlar: kommunikativ til o'qitish (CLT), og'zaki nutq ko'nikmalari, kommunikativ kompetensiya, sinfdagi o'zaro ta'sir, ravonlikni rivojlantirish, juftlik va guruh ishi, chet tili sifatida ingliz tili (EFL), O'zbekiston oliy ta'limi.

Аннотация. Несмотря на продолжающиеся реформы учебных программ, устная речь остается наиболее слабым компонентом владения английским языком среди студентов высших учебных заведений Узбекистана. В данной статье рассматривается то, как коммуникативный подход к обучению языку (CLT) может быть не просто механически перенесен, а адаптирован для развития навыков устной речи в аудиториях узбекских университетов. Исследование объединяет критический анализ теории CLT и классное исследование со смешанными методами (mixed-methods), проведенное в течение одного академического семестра. В квазиэкспериментальном дизайне приняли участие 94 студента второго курса двух государственных университетов: экспериментальная группа занималась по программе, основанной на заданиях на восполнение информационного пробела (information-gap tasks), структурированной работе в парах и решении проблем в малых группах, в то время как контрольная группа обучалась с использованием традиционных последовательностей «презентация-практика-продукция» (PPP). Результаты показали, что коммуникативный подход значительно улучшает беглость речи и коммуникативную компетенцию студентов.

Ключевые слова: коммуникативное обучение языку (CLT), навыки устной речи, коммуникативная компетенция, взаимодействие в классе, развитие беглости речи, парная и групповая работа, английский как иностранный язык (EFL), высшее образование Узбекистана.

English occupies an unusually visible position in Uzbekistan's current education policy. Since 2017 a series of governmental measures has tied language proficiency to teacher salaries, university admission, scholarship eligibility and international mobility, and the Common European Framework of Reference has become the reference point for both curriculum design and testing. Hasanova and Vokhidova (2025) explain that these reforms, supported by the British Council and the U.S. Embassy, have encouraged the improvement of English language teaching in Uzbekistan.

The classroom, however, has not kept pace with the policy. Teachers across the country report a familiar pattern: students who can identify the third conditional on a written test and recognise several hundred academic collocations, yet fall silent when asked to sustain two minutes of unscripted talk about their own field. Nazirova et al. (2023) found that Uzbek EFL teachers reported limited opportunities for authentic speaking practice, and Kosimov et al. (2025) showed that many university students are motivated to learn English but still have few opportunities to develop their speaking skills. Communicative Language Teaching is the obvious candidate for closing this gap, and it is routinely named in Uzbek methodology courses and curricular documents. The international record of CLT in foreign-language settings, however, is one of partial adoption, surface compliance and quiet reversion to older routines (Butler, 2011).

The main idea of Communicative Language Teaching comes from Hymes (1972), who argued that knowing a language is not only knowing grammar: learners also need to judge what is appropriate in real situations. Canale and Swain (1980) developed this into the notion of communicative competence, comprising grammatical, sociolinguistic and strategic components. Their model, however, described what competent users know rather than how teachers should build that knowledge, and the move from description to classroom procedure was made later and rather loosely. Richards and Rodgers (2014) note that CLT is best understood as an approach rather than a fixed method, and Littlewood (2018) argues that teachers are better served by a personal, principled position combining form-focused and meaning-focused work than by allegiance to a method as such.

A substantial literature has tested CLT against conditions its originators did not envisage. Butler (2011), reviewing implementation across the Asia-Pacific, identifies a recurring cluster of obstacles: class size, examination washback, teachers' own oral proficiency, and inherited expectations about the roles of teacher and student. These constraints are institutional rather than cultural. Doeur (2022) found Cambodian teachers positively disposed towards CLT yet inhibited by examination pressure, and Adem and Berkessa (2022) observed Ethiopian teachers whose speaking lessons diverged sharply from the principles they endorsed in interview. Methodologically the most interesting contribution comes from Sun, Wei and Young (2022), who used an implicit association test with Chinese EFL teachers and found implicit attitudes towards CLT frequently at odds with explicit statements.

The study used a convergent mixed-methods design incorporating a quasi-experiment; random allocation was

impossible because students at both institutions are assigned to intact groups on entry. Ninety-four second-year students (52 female, 42 male; mean age 19.4) enrolled in non-philological faculties at two state universities took part, the great majority placed between CEFR A2 and B1. Two intact groups formed the experimental condition (n = 47) and two the comparison condition (n = 47). Six teachers, with between three and nineteen years of experience, taught the groups; sixteen students and all six teachers were interviewed. Both groups studied English for four hours a week over sixteen weeks and covered the same course content. The comparison group followed a traditional lesson format of teacher explanation, controlled practice and a short speaking activity.

Data were collected through speaking tests, classroom observation and interviews. Students completed a speaking test before and after the intervention, comprising an individual talk and a paired discussion. Two trained raters, blind to group membership, evaluated fluency and coherence, grammatical range and accuracy, lexical resource, and interactional competence on a 0–9 scale. Twenty-four lessons were observed to record teacher talking time, learner-to-learner interaction and speaking task types. Interviews with teachers and students were conducted in Uzbek and translated into English.

Both groups improved over the semester, which is unsurprising given sixteen weeks of instruction. The distribution of improvement, however, differed considerably (Table 1).

Pre- and post-test speaking scores by condition

Scale	Experimental pre / post	Comparison pre / post	Between-group d
Fluency and coherence	4.11 / 5.38	4.06 / 4.52	0.81
Grammatical range and accuracy	4.24 / 4.79	4.19 / 4.71	0.11
Lexical resource	4.18 / 5.02	4.15 / 4.61	0.47
Interactional competence	3.92 / 5.21	3.88 / 4.30	0.94

The experimental group's gains in fluency ($t = 6.84$, $p < .001$) and interactional competence ($t = 7.12$, $p < .001$) were significantly larger than the comparison group's, while gains in grammatical accuracy did not differ significantly between conditions ($p = .41$). This asymmetry is the study's most instructive finding, and it accords with the accuracy-fluency trade-off described by Skehan (2018). Communicative instruction did not damage accuracy, but neither did it improve it beyond what conventional teaching achieved. The gain was specific: students became faster, less hesitant and markedly better at the interactional work of speaking. Teachers who adopt communicative methods expecting immediate accuracy gains will therefore be disappointed and may abandon the approach prematurely.

Observation revealed a wide gap in the structure of talk. In comparison lessons, teacher talking time averaged 68% and learner-to-learner interaction accounted for 11% of lesson time; in experimental lessons the figures were 39% and 44% respectively. First-language use during pair work was substantial in both conditions but declined over the semester in the experimental groups, from roughly 41% of pair-work turns in weeks 1–4 to 23% in weeks 13–16.

Practical Implications for Uzbek Universities. Several recommendations follow for English teachers and universities in Uzbekistan. First, teachers should include regular fluency activities, such as the 4/3/2 speaking task, which take under ten minutes, need no materials and fit any syllabus (Newton & Nation, 2021). Second, correction should be sequenced after speaking activities rather than during them, so that learners meet the gap between what they wanted to say and what they could say before form is addressed. Third, pairing should be managed deliberately, mixing proficiency levels and rotating partners instead of leaving students with the same neighbour (Tian & Jiang, 2021). Fourth, speaking should carry real weight in assessment; an oral component worth 25–30% of the final grade, with published descriptors, changes teacher and student behaviour immediately, though this is a matter for departments rather than individual teachers. Fifth, speaking tasks should be anchored in students' own disciplines, with a departmental task bank built collectively and reused across cohorts.

This study indicates that Communicative Language Teaching can improve the speaking skills of Uzbek university students. Learners taught communicatively showed greater improvement in fluency and interactional competence than those following conventional instruction, while grammatical gains were similar in both groups — a pattern consistent with the trade-offs identified in the task-based literature and one that teachers should anticipate rather than be surprised by. The study also found that the principal obstacles are not attitudinal. Large class sizes, limited contact hours and examination systems weighted towards grammar and reading make communicative activity difficult to sustain even for teachers who are convinced of its value. These are institutional problems requiring institutional solutions.

References

1. Adem H., Berkessa M. A case study of EFL teachers' practice of teaching speaking skills vis-à-vis the principles of communicative language teaching (CLT) // Cogent Education, 2022. Vol. 9, № 1. – Article 2087458.
2. AL-Garni S.A., Almuhammadi A.H. The effect of using communicative language teaching activities on EFL students' speaking skills at the University of Jeddah // English Language Teaching, 2019. Vol. 12, № 6. – P. 72–86.
3. Butler Y. G. The implementation of communicative and task-based language teaching in the Asia-Pacific region // Annual Review of Applied Linguistics, 2011. Vol. 31. – P. 36–57. https://doi.org/10.1017/S0267190511000122.
4. Calafato R. "I'm a salesman and my client is China": Language learning motivation, multicultural attitudes, and multilingualism among university students in Kazakhstan and Uzbekistan // System, 2021. Vol. 103. – Article 102645. https://doi.org/10.1016/j.system.2021.102645.
5. Canale M., Swain M. Theoretical bases of communicative approaches to second language teaching and testing // Applied Linguistics, 1980. Vol. 1, №1. – P. 1–47.
6. Doeur B. Implementation of communicative language teaching: Cambodian EFL teachers' attitudes toward communicative language teaching // International Journal of Instruction, 2022. Vol. 15, №2. – P. 155–170.
7. Ellis R., Skehan P., Li S., Shintani N., Lambert C. Task-based language teaching: Theory and practice. – Cambridge: Cambridge University Press, 2020.