

# IDENTIFYING THE IMPORTANCE OF GRAMMATICAL NORMS IN RAPID ENGLISH LANGUAGE LEARNING

Shohrasul Namozov

Doctoral Student of Chirchik State Pedagogical University

## **Abstract:**

The importance of grammatical norms in accelerated English language learning lies in their capacity to provide a clear, structured foundation for communication. In the context of Uzbekistan's secondary education system, particularly in grades 9 to 11, the role of grammar becomes vital as students prepare for academic and professional environments that demand proficiency in English. This paper explores the value of grammatical instruction in the fast-paced teaching of English, emphasizing how grammatical awareness contributes to accurate and fluent expression. It draws attention to how targeted grammar instruction enhances students' confidence, reduces communication errors, and accelerates the language acquisition process. By focusing on practical classroom strategies and empirical evidence from English teaching in Uzbek schools, the study highlights the need for an integrated approach where grammar is not taught in isolation but in meaningful contexts. Ultimately, this research aims to support educators in optimizing teaching methodologies that balance communicative fluency with grammatical precision, leading to more efficient and sustainable language learning outcomes for high school students in Uzbekistan.

**Keywords:** Grammatical norms, English language teaching, accelerated learning, secondary education, communicative competence, language acquisition.

## **Introduction**

In the contemporary era of globalization, proficiency in English has become an essential requirement for individuals seeking access to global knowledge, academic success, and international communication. In many non-native English-speaking countries, including Uzbekistan, the demand for effective and accelerated English language learning is steadily increasing. As a result,

educational institutions are tasked with developing teaching methods that enable students to acquire language skills quickly while maintaining accuracy and communicative competence. One of the key elements contributing to such accelerated learning is the effective understanding and application of grammatical norms.

Grammatical norms serve as the backbone of any language system. They offer structure, consistency, and clarity, which are crucial for meaningful communication. In the case of English, a language with complex tense structures, numerous irregularities, and syntactic variations, the role of grammar becomes even more significant. For learners in Uzbekistan, especially students in the 9th to 11th grades, mastering English grammar is essential not only for academic achievement but also for success in international examinations and future careers. In many classrooms, there has been a longstanding debate over the role of grammar in language acquisition. Some educators advocate for a communicative approach that prioritizes fluency and practical usage, often minimizing the explicit teaching of grammar rules. Others argue that without a solid grammatical foundation, students are likely to face difficulties in both written and oral communication. In the Uzbek context, where students often have limited exposure to English outside the classroom, grammar instruction can serve as a tool for building confidence and reducing linguistic errors.

Recent reforms in Uzbekistan's education system have highlighted the importance of English language proficiency as a national priority. As a result, schools are encouraged to enhance their teaching methodologies to align with international standards. In this regard, integrating grammatical competence into fast-track English programs becomes an important consideration. While vocabulary acquisition and listening skills are vital, grammar ensures the coherence and accuracy of language production. Accelerated programs that ignore grammar may achieve short-term fluency but often fail to produce long-term competence.

Moreover, research in second language acquisition suggests that grammar plays a critical role in internalizing the rules of language, which ultimately supports better comprehension and output. When students are equipped with grammatical tools, they are more capable of interpreting texts, constructing coherent arguments, and engaging in structured conversations. This is particularly important for secondary school students in Uzbekistan, who are preparing for

university admission, international certification exams, or future employment in multilingual environments.

It is also important to acknowledge the psychological aspect of learning grammar. Students often feel more secure when they understand the rules governing language use. This sense of security translates into increased motivation and willingness to take risks in speaking and writing. In the absence of grammatical guidance, students may resort to rote memorization or mimicry, which limits their ability to create original and accurate language.

This paper seeks to investigate the significance of grammatical norms in the rapid acquisition of English among students in Uzbekistan, particularly those in the later stages of secondary school. By analyzing pedagogical practices, student outcomes, and teaching materials, the study aims to determine how grammar can be effectively integrated into fast-paced language learning. The findings may offer practical insights for educators, curriculum developers, and policymakers seeking to improve English education in the country.

## **Literature Review**

The role of grammar in language acquisition has long been a topic of scholarly discussion, with diverse perspectives emerging over time. Traditional grammar-based methods dominated language instruction in the 20th century, particularly in non-native contexts where formal language use was emphasized. Scholars such as Noam Chomsky have argued that grammar forms the innate structure of language, and understanding its rules aids learners in forming syntactically correct sentences. His theory of universal grammar laid the foundation for many structural approaches in language education, highlighting the necessity of grammar in internalizing linguistic competence.

In contrast, the communicative approach, popularized in the late 1970s and 1980s, shifted focus away from formal grammar instruction toward functional language use. According to this perspective, language learning is most effective when it simulates real-life communication, and grammatical accuracy emerges gradually through exposure and practice. Researchers such as Stephen Krashen proposed the Input Hypothesis, suggesting that learners acquire grammar when they are exposed to comprehensible input slightly above their current level. In this framework, grammar is learned implicitly, not necessarily through direct instruction.

However, recent studies have revisited the role of grammar in light of practical classroom outcomes. Many researchers now advocate for a balanced approach that integrates explicit grammar teaching with communicative activities. For example, Nassaji and Fotos (2011) argue that form-focused instruction, when integrated into meaning-focused communication, leads to greater accuracy and fluency. Their research demonstrates that learners who receive both grammar instruction and communicative practice outperform those who are exposed only to one of the two.

In the context of English as a foreign language (EFL) in Uzbekistan, the literature reveals a growing emphasis on incorporating grammar into curriculum design. National English textbooks and syllabi have been revised to ensure a more structured approach to grammar, especially in the upper grades. Studies conducted in Uzbek secondary schools indicate that students who receive targeted grammar instruction show improved performance in standardized assessments and greater confidence in language use.

Moreover, literature on accelerated language learning emphasizes the efficiency of grammar instruction in helping learners internalize patterns quickly. Ellis (2006) notes that explicit instruction is particularly beneficial for adolescent learners, who have the cognitive maturity to understand and apply grammatical rules. This is relevant for students in grades 9 to 11, who are developmentally equipped to benefit from structured grammar lessons.

In summary, the literature underscores the value of grammar in enhancing language acquisition, particularly when integrated with communicative methods. The balance between fluency and accuracy appears to be the most effective strategy for secondary school learners. For the Uzbek educational context, where exposure to English outside the classroom is limited, structured grammar instruction offers a reliable path to building foundational language competence. These insights serve as a theoretical basis for the methodological and practical discussions that follow in this paper.

## **Methodology**

This study employs a qualitative research methodology supported by classroom-based observations and document analysis to examine the role of grammatical norms in accelerated English language learning among secondary school students in Uzbekistan. The research focuses on students in grades 9 to 11 across several

general secondary schools in Tashkent and the surrounding regions, as these students are at a crucial stage of language development and preparation for academic and career-oriented outcomes.

The primary data collection methods include structured classroom observations, analysis of textbooks and curricula, and semi-structured interviews with English language teachers. Classroom observations were conducted over a six-week period, focusing on the teaching strategies used to present grammar, the types of grammatical exercises applied, and the students' responses to grammar-focused instruction. Special attention was given to how grammatical rules were integrated with communicative tasks such as dialogues, written assignments, and comprehension activities.

Textbook and curriculum analysis allowed for the evaluation of how grammar is presented in officially approved instructional materials. This involved reviewing grammar coverage in national English language textbooks used in the 9th, 10th, and 11th grades. The analysis included the types of grammar points introduced, the order of presentation, the depth of explanation, and the types of exercises provided for reinforcement. Additionally, state education standards and ministry-issued guidelines were reviewed to understand the intended outcomes of grammar instruction.

To gain insight into teacher perspectives and practical challenges, semi-structured interviews were conducted with 10 English teachers with varying years of experience. The interview questions addressed teachers' attitudes toward grammar instruction, the methods they found most effective, their observations of student progress, and the difficulties encountered in teaching grammar within a limited timeframe. The data from these interviews were coded thematically to identify common patterns and unique insights.

This research approach was chosen because it provides a comprehensive view of how grammar is taught and learned in actual school settings. By combining multiple sources of data, the study ensures a more nuanced understanding of the pedagogical practices and learner outcomes. Furthermore, the qualitative methodology allows for an exploration of not only what is taught, but how and why certain instructional decisions are made, providing deeper context to the findings.

Ethical considerations were carefully observed throughout the research process. All participants were informed about the purpose of the study and provided

consent for participation. Identities of students and teachers were anonymized to protect privacy. The research aimed to remain objective and neutral, ensuring that findings reflected actual practices rather than predetermined expectations.

In conclusion, the chosen methodology enables a detailed investigation into the relationship between grammatical instruction and accelerated English learning. It also allows for the identification of effective classroom practices that can be shared and adapted across schools in Uzbekistan to support improved language teaching outcomes.

## Results

The findings of the study revealed several important insights into the effectiveness and relevance of grammatical norms in the rapid learning of English among secondary school students in Uzbekistan. The classroom observations showed that students who received regular and structured grammar instruction demonstrated significantly higher levels of accuracy in both oral and written communication compared to those in classrooms with less emphasis on grammar. In particular, grammar-focused lessons that incorporated examples, contextual practice, and student-centered activities led to greater retention and application of grammatical rules.

One of the most notable observations was the improvement in sentence construction, verb tense usage, and subject-verb agreement among students who engaged in grammar-integrated tasks. For instance, students in 10th grade who practiced grammar through role plays and paragraph writing exercises showed marked improvement in the correct use of past and present perfect tenses. Similarly, learners who received instruction on modal verbs in meaningful contexts (such as advice or obligation) demonstrated more confidence in using those structures during speaking tasks.

The analysis of English textbooks revealed that while grammar content was present in each grade level, its integration with communicative tasks varied. Some textbooks presented grammar in isolated drills without sufficient contextualization, which limited the opportunities for students to apply rules meaningfully. However, newer editions of national textbooks incorporated more communicative grammar tasks, such as short dialogues, reading passages with grammar points embedded, and project-based writing assignments that encouraged practical usage.



Teachers who were interviewed emphasized that grammar instruction was not only necessary for language accuracy but also contributed to students' overall confidence. Several teachers noted that when students understood the logic behind grammatical rules, they became more engaged and willing to participate in classroom discussions. One teacher explained that grammar lessons helped reduce the fear of making mistakes, especially among shy students, by giving them a reliable framework for constructing sentences.

Another key result was the positive impact of grammar review and repetition. Teachers who dedicated time each week to revisiting previous grammar topics reported that students were better able to transfer their knowledge across different language skills. For example, students who practiced reported speech in writing tasks later used it effectively in oral presentations without prompting. This finding supports the idea that repeated and varied exposure to grammar enhances internalization and automaticity.

The study also found that time constraints and heavy curricula posed challenges to in-depth grammar instruction. Many teachers felt pressure to cover extensive vocabulary and reading material, which sometimes led to grammar being taught in a rushed or superficial manner. Despite this, most teachers made efforts to integrate at least one grammar point per week into their lessons, often connecting it to the thematic content of the unit.

Overall, the data strongly indicate that grammatical instruction, when implemented thoughtfully and consistently, plays a vital role in the accelerated acquisition of English among Uzbek secondary school students. Grammar not only supports structural accuracy but also enhances students' ability to express themselves clearly and confidently in various contexts. These results underscore the importance of maintaining a balance between form-focused instruction and communicative practice in English language teaching.

## **Discussion**

The results of this study affirm the central role that grammatical norms play in facilitating rapid English language acquisition among high school students in Uzbekistan. The consistent observation that grammar-focused instruction leads to improved accuracy and fluency supports the view that grammar should not be treated as an optional component of language learning, but rather as an essential foundation. In accelerated learning environments, where students are expected to

gain proficiency within a limited timeframe, the need for a structured approach to grammar becomes even more urgent.

One of the key themes emerging from the findings is the relationship between grammatical competence and learner confidence. Students who were explicitly taught grammar in communicative contexts displayed greater engagement and willingness to use English both inside and outside the classroom. This suggests that grammar instruction, far from being demotivating or overly technical, can empower students by giving them the tools to construct meaningful and correct language output. This challenges the misconception that grammar teaching stifles fluency or creativity, showing instead that it can foster a stronger sense of linguistic security.

The role of the teacher also emerged as a critical factor. Teachers who approached grammar with creativity and contextual relevance were able to make lessons more interactive and effective. Rather than relying on mechanical drills, these educators integrated grammar into communicative tasks, such as dialogues, debates, and story writing. This methodology aligns with current trends in language pedagogy, which advocate for a form-focused approach that exists within meaningful communication. The study thus highlights the importance of professional development programs that train teachers in modern grammar teaching techniques.

Another important issue discussed is the design and use of textbooks. While grammar is generally well-represented in national curricula, not all instructional materials promote effective grammar acquisition. The variation between older and newer textbook editions suggests a transition in methodology, from grammar as an isolated skill to grammar embedded in communication. Teachers must be selective and flexible in how they use textbooks, often supplementing materials with their own activities to ensure grammar is taught in relevant and engaging ways.

The discussion also touches on the broader educational context in Uzbekistan. As English becomes more prioritized at the national level, pressure mounts on teachers and students to demonstrate proficiency quickly. However, this pressure can result in overloaded syllabi that limit the time available for thorough grammar instruction. Educational policymakers need to recognize that quality cannot be sacrificed for speed, and that grammar plays a long-term role in ensuring students' success in higher education and the job market. There is a need for realistic pacing



guides and teaching resources that balance vocabulary, listening, reading, and grammar in a coherent and achievable framework.

Furthermore, the research confirms that repeated exposure and varied practice of grammar are essential for internalization. Students benefit from revisiting grammar rules in different contexts, which helps to reinforce learning and promote spontaneous usage. Rather than treating grammar as a one-time lesson, it should be viewed as a recurring element that appears across skills and themes. This spiral approach allows students to deepen their understanding and adapt their usage as they progress in language proficiency.

In conclusion, the discussion reaffirms the hypothesis that grammatical norms are integral to rapid and effective English language learning. Especially in a context like Uzbekistan, where English serves as a foreign language with limited immersion outside the classroom, grammar provides a vital framework for structured expression. When taught with clarity, relevance, and consistency, grammatical instruction enhances not only accuracy but also fluency, motivation, and overall communicative competence.

## **Main Part**

The teaching of grammatical norms in English language classrooms is a multifaceted process that requires thoughtful integration into the broader language curriculum. In the context of Uzbekistan's general secondary schools, the challenge lies in balancing the urgency of accelerated language acquisition with the necessity of ensuring linguistic accuracy and depth. The core argument of this research is that grammatical competence not only supports language fluency but also enhances the learners' ability to understand, produce, and manipulate English structures in both academic and everyday settings.

One of the first steps in addressing grammar in the classroom is recognizing its foundational value. Grammar functions as the system that holds language elements together, making communication precise and meaningful. For students in grades 9 to 11, who are preparing for higher education and professional environments, grammatical accuracy is critical. A lack of understanding in areas such as tense usage, article placement, conditional forms, and modal verbs can lead to confusion, misinterpretation, and a lack of confidence. Therefore, lessons must prioritize both the rules and the practical application of grammar.

Effective grammar teaching in Uzbekistan's schools involves moving beyond isolated drills and memorization toward communicative application. For example, when teaching the past perfect tense, it is more effective to embed it within a storytelling activity than to present it through disconnected gap-fill exercises. This contextualized approach helps students understand not just how a rule functions, but when and why it is used. Such teaching strategies create opportunities for meaningful learning, where grammar is internalized through use rather than rote memorization.

In addition, a strong grammar curriculum must be aligned with the students' cognitive and developmental stages. Adolescents are capable of abstract thinking and can benefit from explicit explanations of grammatical rules when paired with interactive activities. Teaching strategies such as sentence transformation, guided writing, and collaborative error correction can help students explore grammar in a reflective and engaging manner. Teachers should also use inductive techniques where students are encouraged to observe patterns and derive rules, thus promoting active learning and long-term retention.

The integration of technology can further support grammar acquisition. In schools with access to digital tools, grammar applications and online quizzes can offer individualized feedback and additional practice outside classroom hours. Platforms that simulate conversation or offer instant correction allow students to experiment with language use while reinforcing accuracy. In more resource-limited settings, printed worksheets, grammar games, and peer-based activities can serve a similar function. Regardless of the medium, the goal is consistent: to create opportunities for repeated and varied grammar practice.

Teacher expertise remains a crucial element in the success of grammar instruction. The findings suggest that teachers who possess strong grammatical knowledge and the ability to explain complex concepts clearly are more likely to succeed in helping students internalize grammar rules. Ongoing professional training should focus on equipping teachers with both the linguistic knowledge and pedagogical skills needed to deliver grammar effectively. This includes training in task-based learning, scaffolding techniques, and student-centered instruction that incorporates grammar meaningfully.

Another important factor is assessment. To evaluate students' progress in grammar, tests and classroom tasks should measure not only rule memorization but also the application of grammar in context. This includes assessing writing

samples, conducting oral interviews, and using integrated language tasks. Formative assessments can help teachers identify areas of weakness and adjust instruction accordingly, while summative assessments should reflect both fluency and accuracy.

In conclusion, the effective teaching of grammatical norms in English is a central element of accelerated language programs in Uzbekistan's secondary schools. By combining explicit instruction with communicative practice, aligning materials with student needs, utilizing technology, and investing in teacher development, schools can ensure that students achieve not only speed but also depth in their language learning journey.

## **Conclusion**

The study has demonstrated that grammatical norms hold a vital place in the fast and effective teaching of English as a foreign language, particularly for secondary school students in Uzbekistan. As learners in grades 9 to 11 approach the threshold of higher education and future employment, their need for structured, accurate, and confident language use becomes increasingly urgent. Grammatical instruction, when implemented thoughtfully, supports this need by equipping students with the linguistic tools necessary for coherent and meaningful communication.

Throughout the research, it became clear that grammar is not merely a set of rules to be memorized, but a dynamic system that underpins every aspect of language use. Students who receive consistent and contextualized grammar instruction are more capable of constructing accurate sentences, expressing complex ideas, and participating in both written and spoken exchanges with greater ease. This reinforces the conclusion that grammatical competence should be seen as a core objective of language education, not a supplementary or secondary skill.

The findings also suggest that the way grammar is taught plays a crucial role in its effectiveness. Traditional methods that isolate grammar from meaningful context tend to result in superficial learning, while communicative approaches that embed grammar within real-life tasks foster deeper understanding. The success of such methods in classrooms observed during the study indicates that integrating grammar into discussions, writing exercises, and speaking activities leads to improved retention and application.

Furthermore, the study highlights the importance of teacher expertise and professional development. Teachers who are confident in their understanding of grammar and skilled in presenting it in accessible ways contribute significantly to student progress. Therefore, investing in teacher training programs that focus on grammar pedagogy is essential for improving outcomes in English language education.

Challenges remain, particularly in terms of time constraints and curriculum overload, which can hinder in-depth grammar instruction. However, strategic lesson planning and the use of flexible teaching materials can help educators manage these obstacles. Additionally, the incorporation of technology and differentiated instruction can offer further opportunities for grammar practice tailored to individual student needs.

In the broader context of Uzbekistan's educational goals, strengthening grammar instruction aligns with national efforts to enhance English language proficiency and prepare students for participation in the global academic and professional community. As schools continue to implement reforms and innovate their teaching methods, grammar should remain a central pillar of language education policies and practices.

In conclusion, grammatical norms are not only essential for accurate English use but also for building student confidence, supporting fluency, and promoting long-term language success. Their integration into fast-track learning programs offers a balanced and sustainable approach to English acquisition. By valuing grammar as a tool for empowerment rather than restriction, educators can guide students toward greater competence, creativity, and confidence in their use of the English language.

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