

**PROBLEMS OF TEACHING ENGLISH LISTENING SKILLS****Yuldashev Sherzod Zairjanovich,***International School Of Finance Technology And Science, Senior Teacher At The  
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**Abstract:** This research attempts to explore the challenges of teaching English listening skills at primary-level institutes in Uzbekistan. A mixed method was applied to conduct the research. The quantitative data was collected by a survey questionnaire from 30 primary-level English teachers. The qualitative data was collected by interviewing 5 primary level teachers. From the collected data, it is explored that the teachers confront several challenges in teaching listening skills, i.e., independent of teaching listening skills, teachers are bound to follow merely the vast syllabus of the institution, and they do not have any liberty to bring something beyond the stipulated instructions given by the authority. Few teachers have access to required teaching instruments like a computer, the internet, speakers, recorders, and a projector, and due to not having such instruments, the teachers cannot expose their students to cartoons, rhymes, stories, poems, and fables. A common view among the interviewees was that listening to-and watching-such types of audio-visual representations is effective in terms of honing students' listening and literacy. Also, teachers' classroom environment is not suitable for the teaching of listening skills. Many teachers are not yet trained to enact the proper pedagogy of listening. However, the time period of the primary level is so pivotal that if learners are not exposed to listening skills at that time, they then remain passive and weak in listening, communication, and literacy. Additionally, this study also provides recommendations for the establishment of and enhancing the teaching of listening skills at the primary level in Uzbekistan.

**Key words:** Listening Skill, Learning, Challenges, Teaching

**Introduction**

Listening is such an indispensable activity that verbal communication lacks progression without listening properly. Listening is an active engagement that necessitates the attention and participation of communicators. Listening occurs when a listener attentively listens and decodes the intended message expressed by the speakers. When it comes to active listening, listeners integrate their pragmatic, phonetic, phonological, syntactic, and semantic abilities to decode the meaning of heard sentences (Dan & Quan, 2021). Listening is an instantaneous endeavor as it happens immediately. Listening is a necessity that is required initially when language learners start to learn language from childhood. Listening is the first key to attaining literacy, information, and comprehension of human communication. Children, however, commence listening from an early age which is a pivotal period to develop listening skills. In order for young children to be literate in English, they need to learn to decode the message

after listening; for it is a practiced prowess. It is required for learners in a foreign language to spend more than fifty percent of the time of learning a language in listening (Nunan, 1998). Therefore, it is critical that from childhood students should hone their listening skills to develop oral communication and literacy (Ahmed, 2017). Unless students have enough exposure from their childhood to listening in English, they are likely to remain passive and weak in listening and speaking. Apparently, the more time students spend listening in English, the better they will become at listening, and as a result, speaking too. Students are required to have strong listening skills as listening is input for effective language learning. Besides, students have to comprehend the intended messages of teachers' talks in order for them to decode the messages. That is to say, if teachers at primary level schools avoid teaching English listening skills, that avoidance then impedes learners' development in speaking. Since listening is a prerequisite input to be able to learn a language, speaking in particular; therefore, the skill should be taught, learned, and developed as early as possible from the primary level.

However, yet, no research has been perhaps conducted to explore the challenges of teaching English listening skills at primary-level institutes in Uzbekistan. In the literature, no study apparently exists that specifically addresses the challenges of teaching listening skills at the primary level in Uzbekistan. This research is therefore imperative and will address the challenges confronted by teachers as they teach—or if they tend to avoid or will enact the teaching of—listening skills at the primary level in Uzbekistan. This research is therefore conducted to elicit the challenges and negligence that are responsible for hindering the development of teaching English listening skills at the primary level in Uzbekistan. For such doing so, the research is carried out based on these two research questions: 1) What are the challenges of teaching English listening skills at primary-level institutes in Uzbekistan? 2) What challenges do primary-level teachers face in teaching English listening skills?

### **Literature Review**

Listening is an essential endeavor for verbal communication and literacy. Listening skill is substantive to teaching and learning English in that listening is a prerequisite to communication and education (Metruk, n.d.). The communication apparently gets interrupted without the ability to comprehend the message after listening (Ahmed, 2021). Listening is input that leads learners to be able to speak which is output. Students remain impotent in learning and using English if they are not exposed to adequate input in the target language through listening. Nonetheless, the teaching of listening skills is demeaned, as avoided, in the context of English as a Foreign Language (EFL). EFL students are vulnerable to listening skills as they encounter challenges in developing the skill (Ulum, 2015). EFL students do not have enough exposure to listening in English, and they confront challenges in decoding messages while they listen to different accents of the English language. Some primary-level students often do not participate in class in that they do not listen to their teachers' lectures.

Instructing students to teach listening skills is a challenging task for teachers (Vishnupriya & Bharathi, 2022). Listening and speaking are instantaneous, unlike reading and writing. Listening in English or any foreign language is considered a difficult activity because it needs attention that is hard to pay. Students' attention is necessary to improve their listening (Alzamil, 2021). Learners, at the same time, need to hear and concentrate as carefully as possible to listen to any communication for decoding messages to communicate. Hasan (2000) claims that long sentence structures made with complex dictions are an obstacle for students to understand listening and the intended message. Besides, the lack of adequate vocabulary

inhibits learners' comprehension of meaning, for that, children are likely to be vulnerable to decoding messages due to their inchoate linguistics capital (that is less exposure to diversified sentences and words). Moreover, due to teachers' inertia to teach the skill (that is an egregious error), young learners cannot enhance their listening capabilities in English, and they remain novices and vulnerable to communication. So is the case in Uzbekistan, where teachers at schools do not teach English listening skills in class, as a result, their students are hardly exposed to listening in English. However, in Uzbekistan, the listening skills at the primary level are disregarded (Mabin & Roy, 2023). Students, regardless of any educational level, require adequate exposure to listening in English to succeed in language learning (Saraswaty, 2018).

Primary-level students are the worst sufferers of the lack of proper practices and methods of teaching English in Uzbekistan (Khan et al., 2020). They have stated that teaching English at the primary level is still challenging, as institutions lack qualified teachers and digital technologies; many schools even do not have any language learning instruments in class, and the four basic skills are not taught at primary-level schools. For that, students are not familiar with the communicative aspects of language learning. The teachers' and students' foci are to get a decent mark on the exam, but such kind deep desire to merely get good marks leads students to a loss-loss situation as they are not taught speaking and listening, in future which culminates in students' inability to listen (and to decode message) and speak. They have also explored that no primary-level teacher lets their students listen and watch any English cartoons, and the teachers focus too much only on grammar following the traditional technique of teaching.

Exposing students to movies, songs, and poems is needed, productive, and worth doing when it comes to teaching listening skills (Gulec & Durmus, 2015; Mehdiyev, 2020). Enough exposure to various kinds of literature hones learners' capability to listen and decode messages (Demirbaş & Şahin, 2022). Teachers' liability is to get their students to watch and listen to cartoons, rhyme, and fables so that students enjoy and learn the listening simultaneously. In order for that to transpire, a computer, internet projector, recorder, speakers, and other required materials should be set up in each classroom. Teachers should utilize technologies when it comes to teaching listening skills as well as language learning (Khan & Karim, 2014). English teachers should not avoid teaching listening skills to their students; otherwise, students will face difficulties in language learning and gaining literacy, for which their ability to communicate gets hampered. Ahmadi (2016) states that listening skills should be developed from students' childhood in order to have a good ability to speak. Teachers should play an active role in developing learners' listening skills. The skill should be practiced over and over in class on a daily basis. Teachers have to motivate their learners to communicate in English in class. Teachers should include necessary activities to teach and evaluate listening skills. Besides, teachers should be provided required facilities by the authority of the institution so that they can teach listening skills to students (Hossain, 2015; Ngwoke et al., 2022). The classroom environment has an immense impact on language learning. Student-centered classrooms should be sustained in class so that students get engaged in class discussions and communication.

### **Empirical Studies' Review**

Alrawashdeh and Al-zayed (2017) conducted an empirical research by collecting qualitative and quantitative data from 55 teachers from the educational institutions. The research aimed

to investigate the pitfalls of teaching listening comprehension faced by teachers. The teachers were provided a survey questionnaire comprising statements as per the Likert scale, and the teachers had to select either of the five options from --- agree, strongly agree, neutral, disagree, and strongly disagree--- the answer/response to the statement. Additionally, 7 teachers were informally interviewed asking some open-ended questions. It was investigated that the teachers encountered several challenges in teaching listening comprehension; teachers are not yet trained and proficient in teaching listening comprehension. Teachers do not have access to such resources as teaching aids, rich libraries, and audio-visual teaching materials to listening skills. Teachers are conditioned to emphasize teaching other skills; and as a result, teaching listening comprehension is de-emphasized. Teachers also face problems in maintaining an appropriate classroom environment as the students' number in class is so high.

Hasan and Hoon (2012) investigated ESL students' points of view about and attitudes toward employing podcasts to enhance their listening comprehension. A survey questionnaire was employed to collect data from the students about their perceptions and attitudes. It was explored that a preponderance of the students considered the use of podcasts necessary and useful for advancing listening skills.

Hwaider (2017) researched the problems of teaching listening skills to Asian EFL learners. He observed some places in five districts of Asia to collect data on teaching listening skills. Also, he collected data using a survey questionnaire from 50 fifty teachers. He divided the investigated problems into two categories: linguistics and non-linguistics. As per the linguistic problems, students do not practice such skills as pronunciation, identifying sounds, stress, and intonation; 76% of the teachers consider stress and intonation are the most difficult dimension of teaching and learning listening skills. In terms of non-linguistic problems, he explored that the extent of listening was too low, and most of the teachers did not follow their teachers' guide to teach English lessons in class. 84% of the teachers were not trained to teach listening skills, and students were demotivated to improve their listening skills. Also, teachers face problems in teaching listening skills as they do not have the required facilities and materials such as recorders, new books, and tape, 54% of the teachers considered that the lack of teaching materials was the primal problem of teaching listening skills.

Hossain and Haque (2022) observed some classes, of 40- 45 minutes of, four colleges in Asia for one week, and the researchers collected data about listening skills from 85 secondary-level college students from the four colleges through close-ended questions. It was revealed that only 44% of the students were good at listening skills. However, the classrooms were overloaded with many students; the class time duration was short, and the classes did not have a projector. After finding the data, the researchers claimed that the surveyed students, and even the teachers who lacked training and some of them had inertia in implementing learning from teacher education in the classrooms, were incompetent in speaking and listening skills.

As a whole, based on the abovementioned reviewed empirical studies on the teaching and learning of listening, listening pedagogy is disproportionately deteriorated due to the dearth of dynamic and qualified teachers, stress on the skill, and such teaching tools as a computer, speakers, and a projector at institutions. Also, such rampant deterioration of listening pedagogy can be ascribed to the juggernaut of teachers' unconscionable comfort. As per the abovementioned studies of Alrawashdeh and Al-zayed (2017) and Hossain and Haque (2022),

some teachers and authorities of institutions are wrapped in their comfort zones so much so that they hardly heed teaching listening skills to their students. Barely do the teachers research and learn the pedagogy of listening skills, and scarcely are the authorities of the institutions interested in improving the learning and teaching of English listening as they devalue the essentiality of enhancing listening skills to successful language learning; however, despite being trained, some teachers teach as if the teacher education program did — and does — not exist, because, they are obliged to cling to their authorities' decisions and decree which are devoid of the consideration and positive ramification of the implementation of the teaching listening skills. If such teachers and their authorities at all were aware of and serious about proper pedagogy and students' language learning, they would not yet eschew the teaching of listening skills at the primary-level, which is a pivotal period for language learners to learn the language spontaneously by acquisition, in a way, by listening. Moreover, Hwaider (2017) and Hossain and Haque (2022) have delved into in their research that a bulk of teachers are fossilized as they have a deficit in their intellectual motivation to progress their pedagogy. Untrained teachers fall apart to teach listening— since they do not know how to teach listening in a duly manner following the teacher's guide, as well as, unfortunately, students are not that keen to learn and hone their listening skills and — for the teachers are innocently ignorant as to teaching pronunciation, stress, and intonation. In addition, stringently short and overloaded classrooms cause teachers to confront challenges in teaching listening skills.

### **Method**

This research endeavors to explore the challenges of teaching English listening skills faced by primary-level teachers at primary-level institutes in Uzbekistan. A mixed method was employed to conduct the research. The quantitative data was collected by a survey questionnaire from the primary-level teachers teaching at different primary-level institutions in rural, urban, and semi-urban areas. Additionally, some primary-level teachers were interviewed to collect the qualitative data.

### **Participants**

The participants of this research were 30 primary-level teachers. In order to ensure confidentiality, the identity and institution of the participants are kept hidden. 30 primary-level teachers, from different primary-level schools in rural, semi-urban, and urban areas, participated in filling up the survey questionnaire, and 5 teachers participated to be interviewed.

### **Instrument**

Two different instruments were used to collect the data from the participants: 1) a survey questionnaire and 2) a semi-structured interview. The survey questionnaire, which consists of five Likert scale close-ended questions, was distributed among the 30 participants to collect the quantitative data. The first question was asked to know whether the teachers teach listening skills or not. The second question was asked to explore their point of view of whether they find teaching listening skills challenging. The third question gathered information about their use of teaching instruments to teach listening skills. The fourth question was meant to dig out information about students' exposure to audio-visual input (e.g., English simple stories, poems, and rhymes). The last question, the fifth one, accumulated information about the extent to which the teachers teach English using the English language. Moreover, semi-structured interviews, with 5 primary level teachers from

semi-urban, rural, and urban areas, were conducted by audio recording for around 20 - 22 minutes to collect the qualitative data.

#### **Data Collection and Analysis Process**

To collect the quantitative data, the survey questionnaire was designed on Google Forms. In order to collect the responses, the link to the Google Form was distributed— via Gmail, Facebook Messenger, and WhatsApp— among the 30 teachers. After collecting the data, the researchers analyzed the response to the survey questionnaire— that is the answer to the research questions— to present the result. From the survey, the responses to the close-ended Likert scale questions were critically examined. The semi-structured interviews were conducted both face-to-face and on Google Meet. Furthermore, the findings from the interviews were coded, categorized to find themes, and then put in the result part for thematic analysis.

#### **Results**

##### **Quantitative Data Analysis**

When asked whether the teachers teach listening skills or not, out of 30 teachers, two-thirds of the teachers mentioned that they never teach listening skills, while less than a third of the teachers stated that they sometimes teach listening skills, and less than one-sixth of the teachers said that they often teach listening skills. The evasion of teaching listening is a challenge per se. It is revealed that most of the teachers do not teach listening skills at the primary level. Moreover, regarding teachers' perspectives on whether teaching listening is challenging or not; of the 30 teachers nearly half of the teachers thought that teaching listening skills is always a challenging task. Whilst, below one-sixth of the teachers thought that teaching listening skills is never a challenging task. Less than a third of the teachers thought that teaching listening skills is rarely a challenging task. Almost one third of the teachers thought that teaching listening skills is sometimes a challenging task. It is disclosed that most of the teachers, despite not teaching, considered the teaching of listening skills to be a challenging task. Such sort of point of view on teaching listening skills can be a hindrance to the implementation of listening pedagogy at the primary level. Furthermore, as for whether the teachers have any instruments (like: a computer, a projector, a recorder, and a speaker) to teach listening skills, one-third of the teachers out of the 30 teachers have such instruments in class, and almost half of the teachers do not have any instruments; nearly one-sixth of the teachers arrange instruments on their own. Substantially less than a third of the teachers do not use any instrument in class despite having. Nevertheless, it is divulged that a myriad of teachers do not have any instrument to teach listening skills, whereas the effective teaching of listening skills requires the use of the mentioned instrument, which is another pitfall of teaching listening skills. Not having required instruments in class, was and is a chronic challenge of teaching language—listening and speaking, in particular-at primary-level institutes.

In respect to whether the teachers let their students listen to any stories, fables, poems, etc., out of 30 teachers, nearly half of the teachers answered that they sometimes let their students listen to English cartoons, fables, poems, and stories. More than one-third of the teachers often let their students listen. Four teachers answered that they never let them listen. One teacher rarely lets students listen to such sorts of literature. One teacher does not want to let students listen to them. The question was asked because exposure to such kinds of literature is critical to the development of students' listening ability and the teaching of listening skills, and if avoided, students are then deprived of the fun of learning listening skills. Students'

exposure to English poems, stories, rhymes, etc. is imperative to enhance their listening capability. The challenge is that many of the teachers, as is disclosed above, do not get their students to listen to English simple short stories, poems, and fables. Only over a third of the teachers often do such and the rest of them do not, which is a mistake made by the teachers, leading to being the cause for the weakness in students' listening ability. Then, when asked if they speak in English—or in a mixture of Bangla and English, as they teach, less than a third of the teachers mentioned that they speak in English to a greater extent. More than half of the teachers stated that they speak in both Uzbek and English (L1) depending on the situation. Below one-third of the teachers answered that they try to speak in English, but their students do not understand. Less than three teachers mentioned that they speak in English sometimes. Merely a teacher stated that the teacher rarely speaks in English. The question was asked because it was-- and is crucial-- to know the extent of students' exposure to teachers' spoken English which is an essential input to learn listening as well as speaking skills. If teachers avoid speaking in English to students in class, students do not tend to speak or answer in English, and as a result, students are not exposed to listening and speaking in English, which is--and should be--a concern for stakeholders (i.e., parents and teachers) for the challenge to get alleviated. The avoidance of speaking in English, therefore, is per se detrimental to the learning of primary-level students' listening skills. However, in such a case, only less than a third of the teachers speak in English to a greater extent.

### Conclusion

This mixed methods study has explored the challenges of teaching listening skills at primary-level institutes in Uzbekistan. Through a survey questionnaire, the quantitative data have been collected from 30 primary-level teachers from different schools in rural, urban, and semi-urban areas. In order to collect the qualitative data, 5 primary level teachers have been interviewed. It is obvious from the findings that teachers confront some challenges in teaching listening skills: Most of the primary level teachers avoid teaching listening skills as the skill is not included in the syllabus and assessed in the board exam. They consider teaching the skill to be a challenging task and do not have the instrument to expose their students to audio-visual literature. Teachers cannot sustain a student-centered environment for they have to complete the syllabus first, avoiding the teaching of listening skills. Teachers are not yet trained to teach listening skills the way they should be taught, and untrained teachers exceedingly focus on grammar keeping the teaching of listening skills aside. The explored challenges, which are revealed in the results section delay the development of teaching listening skills at primary-level institutions, should be dealt with and resolved as promptly as possible to enhance students' English listening capability. Listening is one of the crucial skills of any target language that should be regularly taught and learned from childhood, i.e., primary level.

Listening is an essential skill to pick up a language. Listening is an inevitable input when it comes to learning to speak; literacy, which is the ability to read and write, is linked to listening skills as the four linguistic skills are related to each other. If, for example, a learner is good at listening in English, then, the learner will apparently be able to pick the language, which helps the learner to learn reading and writing. Listening skills, therefore, should be taught and emphasized at primary institutions so that students engage in efficacious language learning and communication development. In order to tackle the challenges, effective methods of teaching listening skills should be implemented at primary-level schools.

Educational training for teachers is critical to the implementation of teaching listening skills. The teachers at primary-level institutions immediately should commence the teaching of listening skills; in order for that to occur, institutions need to have qualified teachers and required instruments (computer, projector, recorder, speaker, etc.); the teachers have to utilize the instruments, too. In a student-centered classroom, teachers have to engage their students in audio-visual input, i.e., cartoons, poems, stories, fables, etc., and listening activities and assessments. Regular communication in English inside and outside the classroom hone the listening skills of students; thereby, students become competent as well as confident in language learning and use. This is one of the ways of gaining literacy. As well as teachers should be mentoring their students in the process of teaching and learning listening skills effectively.

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