

MENTAL ENLIGHTENMENT SCIENTIFIC –
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METHODOLOGICAL JOURNAL<http://mentaljournal-jspu.uz/index.php/mesmj/index>THE ROLE OF THE TEACHER AND EFFECTIVE CLASSROOM
ORGANIZATION IN DEVELOPING SPEAKING SKILLS IN ENGLISH LANGUAGE
TEACHING: A FOCUS ON TOURISM STUDENTS AT B1-B2 LEVELS**Hasan Uzairovich Akhmedov***Head teacher of The English Language Theory and Practice Department**Chirchik State Pedagogical University**E-mail address: hasanahmedov1100@gmail.com**Chirchik, Uzbekistan*

ABOUT ARTICLE

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Abstract: Developing speaking skills is a fundamental goal in English language teaching, especially for students majoring in tourism where communication competence plays a pivotal role in their future careers. Despite significant progress in language teaching methodologies, many learners at the B1–B2 levels still face difficulties in expressing themselves fluently and confidently in real-life situations. This study explores the dual role of the teacher as both facilitator and motivator in enhancing students' speaking abilities and examines how effective classroom organization contributes to successful communication outcomes. By integrating theoretical approaches such as Communicative Language Teaching (CLT), Task-Based Learning (TBLT), and Vygotsky's sociocultural theory with practical classroom strategies, the study proposes a pedagogical model tailored to tourism students' needs. An experimental approach was applied with 60 participants in two groups: a control group receiving traditional instruction and an experimental group engaged in interactive speaking tasks, role-plays, and authentic communication scenarios. Results indicated a 30% improvement in fluency, vocabulary range, and confidence in the experimental group. The

findings highlight the critical importance of teacher scaffolding, feedback, and classroom interaction design in developing communicative competence. This research contributes to English for Specific Purposes (ESP) methodology and provides practical implications for teachers aiming to enhance speaking skills in tourism education contexts.

Introduction. The development of speaking skills has long been recognized as one of the most essential components of English language education. In the context of English as a Foreign Language (EFL) and English for Specific Purposes (ESP), particularly within tourism-related fields, oral communication is not merely a linguistic skill but a professional necessity. Tourism students are expected to engage with international visitors, guide multicultural groups, and interpret cultural and historical information effectively. As a result, their ability to speak English fluently, accurately, and appropriately is directly linked to their professional competence and employability (Dudley-Evans & St John, 1998; Richards & Rodgers, 2001). However, despite the centrality of speaking in communicative language teaching, it often remains one of the most challenging skills to develop, with many learners struggling to bridge the gap between theoretical knowledge and practical application.

Several factors contribute to this challenge. First, speaking is a productive skill that requires real-time language processing, appropriate vocabulary selection, correct grammar use, and effective use of discourse markers all while maintaining fluency and coherence. Second, the sociocultural dimension of communication, including turn-taking, politeness strategies, and pragmatic awareness, adds another layer of complexity (Brown, 2007). For tourism students, this complexity is heightened by the need to operate in authentic communicative contexts, where spontaneous conversation, problem-solving, and intercultural negotiation are daily requirements (Morozova, 2021). Therefore, the pedagogical approaches used to teach speaking must be carefully designed to meet these multidimensional demands.

In this regard, the role of the teacher becomes a decisive factor in students' success. Traditional teacher-centered methods, which prioritize grammatical accuracy and rote memorization, are insufficient for developing communicative competence. Instead, teachers must adopt the role of facilitators, mentors, and co-communicators. They guide students in constructing meaning, provide scaffolding during interaction, and create a supportive classroom environment where learners feel confident to experiment with language (Vygotsky, 1978; Nunan, 2004). Teachers also play a crucial role in designing tasks that reflect real-life

communication scenarios, offering timely feedback, and fostering peer-to-peer interaction all of which contribute significantly to language development (Long, 1996).

Effective classroom organization is another critical element in this process. The physical and psychological environment of the classroom can either promote or hinder oral participation. Structured interaction patterns, collaborative group work, and pair tasks have been shown to enhance speaking performance by reducing anxiety and increasing opportunities for meaningful communication (Harmer, 2015). Moreover, integrating authentic materials, such as travel brochures, tour scripts, and simulated guiding activities, helps students develop context-specific vocabulary and discourse skills relevant to the tourism industry. The implementation of digital tools and blended learning platforms further enriches the speaking classroom by providing real-world listening and speaking models, as well as interactive practice opportunities (Oxford, 2011).

Despite these advancements, research shows that many EFL classrooms still fail to provide adequate opportunities for students to engage in authentic communication (Richards, 2015). Lessons often remain dominated by teacher talk, limited to textbook dialogues, or focused excessively on accuracy rather than fluency. This disconnect between classroom practice and communicative needs is particularly problematic in tourism education, where students must not only speak English but do so confidently in diverse intercultural contexts. Addressing this gap requires a rethinking of both teaching methodologies and classroom practices to ensure that students are prepared for the linguistic and communicative demands of their future professions.

The present study aims to contribute to this growing body of research by exploring the dual role of the teacher and the significance of effective classroom organization in the development of speaking skills among B1–B2 level tourism students. By combining theoretical insights with practical teaching interventions, this study seeks to demonstrate how targeted pedagogical strategies including task-based instruction, scaffolding, collaborative learning, and authentic communication tasks can enhance learners' fluency, confidence, and communicative competence. Ultimately, this research highlights the importance of a learner-centered, communication-oriented approach to language teaching and provides practical recommendations for educators working in ESP and tourism-related contexts.

Materials and methods. The development of speaking skills within the field of English language teaching (ELT) has been a focal point of applied linguistics research for several decades. As English has become the global lingua franca, the need for effective oral communication skills has grown significantly, particularly in professional fields such as

tourism, where successful communication directly influences job performance, customer satisfaction, and cross-cultural understanding (Dudley-Evans & St John, 1998). This literature review explores the theoretical foundations, key pedagogical approaches, and recent studies on the role of teachers and classroom organization in fostering speaking skills among B1-B2 level learners, with a particular emphasis on English for Specific Purposes (ESP) contexts.

The concept of communicative competence, introduced by Hymes (1972), revolutionized the understanding of language learning by shifting the focus from grammar mastery to functional language use in real-life contexts. According to Hymes, communicative competence includes not only grammatical knowledge but also sociolinguistic, discourse, and strategic competencies. Later frameworks, such as Canale and Swain's (1980) model, elaborated on these components, highlighting the importance of sociocultural norms and the ability to use language appropriately in context.

For tourism students, communicative competence is essential because their professional tasks often require them to engage with people from diverse linguistic and cultural backgrounds. They must not only produce grammatically correct sentences but also adapt their speech to suit the expectations, politeness norms, and communicative conventions of international tourists. Richards (2008) argues that speaking is the most visible skill of language proficiency and often the primary measure of communicative success, especially in workplace environments.

The role of the teacher in language learning has evolved significantly over the years. Traditionally, language teaching was teacher-centered, with instructors acting as the primary source of knowledge and authority. However, contemporary approaches emphasize the teacher's role as a facilitator, mentor, and co-communicator (Harmer, 2015). In communicative classrooms, teachers provide scaffolding a concept derived from Vygotsky's (1978) sociocultural theory which refers to the support and guidance teachers offer to help learners achieve tasks they could not accomplish independently.

Long's (1996) Interaction Hypothesis underscores the importance of interaction and negotiation of meaning in second language acquisition (SLA). Teachers create opportunities for meaningful interaction by designing communicative tasks, managing group dynamics, and offering corrective feedback. Lyster and Ranta (1997) highlight that timely and constructive feedback, especially in oral tasks, plays a critical role in helping learners notice and correct their linguistic errors, thereby fostering fluency and accuracy simultaneously.

In the ESP context, teachers also serve as curriculum designers and materials developers. Dudley-Evans and St John (1998) emphasize that ESP instructors must understand

the specific communication needs of their learners and adapt classroom tasks to reflect professional realities. For tourism students, this might include role-plays simulating guided tours, dialogues with tourists, or presentations about cultural landmarks. Such context-specific tasks not only enhance language proficiency but also build confidence and intercultural communication skills.

Communicative Language Teaching (CLT) remains one of the most influential approaches in promoting speaking skills. Rooted in the belief that language is best learned through meaningful use rather than mechanical drills, CLT encourages interaction, negotiation of meaning, and real-world communication (Richards & Rodgers, 2001). Teachers adopting this approach prioritize fluency over accuracy and use authentic materials, pair work, group discussions, and role-plays to simulate real communicative scenarios.

Another significant methodology is Task-Based Language Teaching (TBLT), which focuses on completing meaningful tasks that reflect real-world communication (Nunan, 2004; Ellis, 2017). Tasks such as planning a tour itinerary, solving travel-related problems, or negotiating prices in English provide authentic contexts for speaking practice. According to Willis and Willis (2007), task-based instruction enhances learner motivation and provides natural opportunities for language acquisition through use.

Content and Language Integrated Learning (CLIL) has also gained traction, particularly in ESP settings. CLIL involves teaching subject content (such as tourism studies) through English, thereby simultaneously developing both language and subject knowledge (Coyle, Hood, & Marsh, 2010). For tourism students, CLIL-based speaking tasks might include presenting historical facts about tourist sites or explaining cultural customs, thus bridging language learning with professional practice.

Effective classroom organization is critical in developing speaking skills. Research shows that classroom layout, interaction patterns, and group dynamics significantly affect students' willingness to speak and participate (Brown, 2007; Harmer, 2015). Pair and group work, for instance, provide more opportunities for interaction than teacher-fronted instruction. Swain's (1985) Output Hypothesis posits that producing language forces learners to process linguistic structures deeply, leading to better retention and more accurate output.

Recent research underscores the importance of specialized approaches to speaking instruction for tourism students. Morozova (2021) demonstrates that interactive technologies, such as virtual tours and online simulations, significantly improve learners' oral communication abilities. Similarly, Lesiak-Bielawska (2019) argues that thematic relevance

and authentic materials in tourism English courses increase motivation and engagement, leading to higher speaking performance.

Studies conducted in non-native English contexts, such as Uzbekistan, also reveal challenges related to students' limited exposure to real-life communication and the overemphasis on grammar and reading skills in curricula (Tashpulatova, 2020). These findings highlight the urgent need for pedagogical reforms that prioritize speaking and integrate communicative practices into the curriculum.

This study employed a mixed-methods approach, combining theoretical and empirical research methods to investigate how teacher roles and classroom organization contribute to the development of speaking skills among B1–B2 level tourism students. The study was designed to explore the effects of communicative, task-based, and interaction-oriented pedagogical strategies on learners' oral competence, as well as to evaluate students' progress through both quantitative and qualitative data. The research design was grounded in the principles of Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and Vygotsky's (1978) sociocultural theory, which emphasize interaction, scaffolding, and authentic communication tasks as key elements in second language acquisition (SLA).

The research followed a quasi-experimental model, with students divided into a control group and an experimental group. While the control group received traditional grammar-focused instruction, the experimental group was taught through an integrated model that emphasized teacher facilitation, collaborative classroom dynamics, and real-world speaking practice. Pre-and post-tests, classroom observations, self-assessment questionnaires, and teacher feedback were used to measure the effectiveness of the intervention.

The study was conducted at the Faculty of Tourism at Chirchik State Pedagogical University in Uzbekistan during the 2024–2025 academic year. Participants included 60 undergraduate students majoring in tourism, aged between 19 and 22, with English proficiency levels ranging from B1 to B2 according to the Common European Framework of Reference for Languages (CEFR). These students were selected based on a placement test and were randomly assigned to two groups:

Experimental Group: 30 students

Control Group: 30 students

All participants had previously completed general English language courses and were now enrolled in an ESP course focusing on tourism communication. The course content included guiding tourists, describing historical and cultural sites, handling customer service

interactions, and participating in cross-cultural dialogues — all of which required strong speaking abilities.

The experimental group received instruction through a speaking-centered curriculum that emphasized communicative competence, interaction, and task completion. The methodology combined the following instructional components:

Task-Based Speaking Activities: Students participated in role-plays, debates, and simulations of real-world tourism scenarios (e.g., giving a city tour, answering tourist questions, or presenting cultural information).

Collaborative Learning: Pair work, group discussions, and peer mentoring sessions were organized to promote student-to-student interaction and negotiation of meaning.

Authentic Materials: Students worked with authentic texts, videos, brochures, and tour scripts to expand their vocabulary and contextual understanding.

Teacher Scaffolding and Feedback: Teachers played a facilitative role by guiding students through tasks, modeling language use, and providing corrective feedback. Immediate oral feedback and delayed written feedback were used to balance fluency and accuracy.

Blended Learning Tools: Supplementary digital platforms (e.g., Edmodo, Padlet) were integrated to allow for asynchronous speaking practice and virtual presentations.

The control group followed a traditional curriculum, focused mainly on grammar translation, textbook-based dialogues, and teacher-fronted instruction with limited student interaction. To ensure comprehensive data collection, multiple instruments were employed:

Pre- and Post-Tests: Standardized speaking assessments based on CEFR descriptors (fluency, accuracy, pronunciation, interaction) were administered before and after the intervention.

Observation Protocols: Classroom observations were conducted to analyze interaction patterns, teacher behavior, and student participation.

Questionnaires: Students completed self-assessment surveys measuring their confidence, motivation, and perceived speaking ability.

Teacher Feedback Forms: Teachers documented their reflections on classroom dynamics, task effectiveness, and student engagement.

Quantitative data from pre- and post-tests were analyzed using descriptive statistics (mean scores, standard deviation) and inferential statistics (paired-sample t-tests) to evaluate significant differences between the control and experimental groups. Qualitative data from classroom observations, student reflections, and teacher feedback were analyzed thematically

to identify recurring patterns and insights related to speaking skill development and classroom interaction.

The study adhered to ethical research principles. Participants were informed about the purpose of the study and gave their consent prior to participation. Confidentiality and anonymity were maintained throughout the data collection and analysis process. Participation was voluntary, and students were free to withdraw from the study at any stage without academic penalty.

While the study provides valuable insights into the impact of teacher roles and classroom organization on speaking skills, several limitations must be acknowledged. The sample size was relatively small, and the research was conducted in a single institutional context, which may limit the generalizability of the results. Additionally, the intervention lasted one academic semester (14 weeks), and long-term impacts on speaking proficiency were not measured. Future research should consider longitudinal studies with larger and more diverse populations.

Results and discussion. The primary objective of this research was to examine how the teacher's role and effective classroom organization influence the development of speaking skills among B1–B2 level tourism students. Quantitative and qualitative data collected through pre- and post-tests, classroom observations, questionnaires, and teacher feedback revealed significant improvements in the experimental group compared to the control group. The results strongly suggest that teacher facilitation, communicative task design, and structured classroom interaction positively impact students' fluency, vocabulary use, pronunciation, and communicative confidence.

The pre-test results indicated that both groups performed similarly before the intervention. Average speaking scores (on a scale of 100) were 56.2 for the control group and 55.8 for the experimental group, demonstrating comparable initial proficiency. However, by the end of the semester, post-test results showed a substantial difference: the experimental group achieved an average score of 82.4, while the control group reached only 68.9. This 26.6% improvement in the experimental group illustrates the effectiveness of the integrated communicative teaching approach.

One of the most notable outcomes of the intervention was the enhancement of students' fluency and coherence. Students in the experimental group were able to sustain longer conversations, use linking words effectively, and speak with greater spontaneity. This aligns with Swain's (1985) Output Hypothesis, which emphasizes the importance of producing language in meaningful contexts to internalize linguistic structures. The use of task-based

learning and pair/group activities provided ample opportunities for output, encouraging students to process language more deeply and fluently.

Exposure to authentic materials, such as travel brochures, cultural guides, and real-world scenarios, significantly enriched students' vocabulary. Observational data revealed that students began incorporating domain-specific vocabulary into their speech, such as terms related to historical sites, hospitality services, and cultural events vocabulary crucial for tourism professionals. This supports Dudley-Evans and St. John's (1998) argument that ESP teaching must focus on discipline-specific lexis to enhance workplace communication.

Although pronunciation was not the primary focus of the intervention, improvements were still observed due to increased oral practice and teacher feedback. Activities like shadowing, role-plays, and presentations helped students develop more natural intonation patterns and improve their pronunciation clarity. These findings echo Derwing and Munro's (2015) assertion that frequent oral practice in meaningful contexts leads to noticeable gains in pronunciation even without explicit phonetic instruction.

Perhaps the most transformative change was observed in students' confidence levels and their willingness to communicate. Questionnaire data revealed that 85% of students in the experimental group reported feeling "confident" or "very confident" when speaking English, compared to 48% in the control group. This increase reflects the power of scaffolding, peer support, and a positive classroom atmosphere in reducing speaking anxiety -a finding consistent with Krashen's (1982) Affective Filter Hypothesis.

The results reaffirm the critical role teachers play in developing students' speaking abilities. In the experimental group, teachers adopted multiple roles: facilitator, mentor, assessor, and co-communicator. As facilitators, they designed tasks that mirrored real-world tourism communication, such as explaining landmarks, handling customer complaints, or giving guided tours. As motivators, they encouraged risk-taking and experimentation with language, thereby reducing fear of making mistakes. As feedback providers, they delivered timely and constructive feedback that helped learners refine their linguistic output.

This multifaceted role aligns with Vygotsky's (1978) concept of the Zone of Proximal Development (ZPD), where learners achieve higher levels of competence with expert support. It also supports Long's (1996) Interaction Hypothesis, emphasizing the importance of teacher-learner negotiation of meaning in SLA. Furthermore, Oxford's (2011) Strategic Self-Regulation model highlights how teacher guidance fosters learner autonomy a key factor in long-term communicative competence.

The way the classroom was structured and managed also played a decisive role in learning outcomes. Students in the experimental group benefited from a highly interactive and collaborative classroom environment, which facilitated peer learning and increased language output. Group discussions, debates, and project-based activities allowed students to negotiate meaning, co-construct knowledge, and practice language in authentic contexts.

Additionally, seating arrangements that promoted face-to-face interaction, the use of breakout groups for specific tasks, and the integration of digital tools such as Padlet and Zoom breakout rooms enhanced engagement. The findings align with Brown's (2007) view that classroom organization influences learner participation and with Harmer's (2015) argument that cooperative learning fosters deeper cognitive engagement and language development.

Authentic materials and real-life tasks emerged as particularly effective components of the intervention. By working with real-world tourism materials such as museum leaflets, tour scripts, and hotel booking dialogues students developed both language and content knowledge simultaneously. These materials also helped students understand the socio-pragmatic aspects of communication, including politeness strategies, cultural references, and idiomatic expressions.

This supports the findings of Coyle et al. (2010) on Content and Language Integrated Learning (CLIL), which argue that integrating subject content into language teaching enhances both linguistic and professional competence. Moreover, authentic tasks increase learner motivation by demonstrating the immediate relevance of classroom activities to future workplace situations (Nunan, 2004; Ellis, 2017).

The contrast between the control and experimental groups provides strong evidence for the effectiveness of communicative, task-based, and teacher-facilitated instruction. The control group, which followed a more traditional, teacher-centered approach, showed only modest gains in speaking ability. While their grammatical accuracy improved slightly, their fluency, vocabulary use, and confidence remained significantly lower than those of the experimental group. This finding reinforces the argument that communicative competence cannot be developed through grammar-focused instruction alone. It requires meaningful interaction, contextualized language use, and opportunities for authentic communication -all of which were central to the experimental group's curriculum.

Conclusion. The findings of this study highlight the pivotal role of the teacher and effective classroom organization in the development of speaking skills among B1–B2 level tourism students. In the context of English for Specific Purposes (ESP), particularly tourism education, oral communication is more than a linguistic ability it is a professional competency

essential for successful interaction with international clients, delivering cultural information, and navigating intercultural contexts. However, despite its importance, speaking remains one of the most underdeveloped skills in many English language classrooms due to traditional teaching methods, limited opportunities for authentic communication, and insufficient focus on interactional competence.

This study demonstrated that a pedagogical approach integrating communicative language teaching (CLT), task-based learning (TBLT), and sociocultural theory significantly improves students' fluency, accuracy, vocabulary, pronunciation, and confidence. The experimental group, which received instruction through task-based activities, collaborative interaction, and teacher-facilitated scaffolding, outperformed the control group in all key areas of speaking proficiency. These results confirm that meaningful interaction, authentic communication tasks, and real-life context simulations are far more effective than traditional grammar-centered instruction.

The teacher's role emerged as a decisive factor in shaping learning outcomes. By transitioning from a transmitter of knowledge to a facilitator, motivator, and co-communicator, teachers can create supportive and engaging environments that lower anxiety, build confidence, and encourage linguistic experimentation. Furthermore, timely feedback and strategic scaffolding guide learners through their zones of proximal development, allowing them to perform tasks beyond their independent capabilities and gradually internalize new language structures. These findings reinforce the theoretical foundations laid by Vygotsky (1978), Long (1996), and Oxford (2011), all of whom emphasize the social and interactive nature of language acquisition.

Effective classroom organization also proved essential. Structured interaction patterns, pair and group work, and cooperative tasks not only increased opportunities for output but also enhanced peer learning and reduced communication anxiety. The use of authentic materials and digital platforms extended language practice beyond the classroom, bridging the gap between academic study and real-world application. This holistic approach aligns with modern pedagogical principles that prioritize learner autonomy, contextualized learning, and communication-oriented outcomes.

From a practical perspective, the implications of this study are significant for curriculum designers, language teachers, and educational policymakers. English language programs for tourism students should incorporate authentic, context-specific tasks that reflect professional communication demands. Teacher training programs must emphasize facilitation skills, classroom management strategies, and the integration of technology to support communicative

competence. Furthermore, speaking assessments should go beyond linguistic accuracy to include criteria such as fluency, interactional competence, and pragmatic appropriateness.

Despite its promising findings, the study acknowledges certain limitations, including its relatively small sample size, short intervention period, and focus on a single proficiency level. Future research could address these limitations by exploring the long-term impact of communicative methodologies, expanding the participant pool, and examining how similar approaches work across different ESP domains or proficiency levels. Moreover, the integration of digital and AI-driven language learning tools could further enhance the personalization and scalability of speaking instruction.

In conclusion, the development of speaking skills in English language teaching especially for tourism students requires a paradigm shift from teacher-centered, grammar-based instruction to learner-centered, communication-oriented pedagogy. Teachers must embrace their roles as facilitators, motivators, and interaction designers, creating dynamic classroom environments that simulate the real-world communicative challenges students will face in their professional lives. By doing so, educators can equip learners not only with linguistic proficiency but also with the confidence, adaptability, and intercultural competence necessary for success in the global tourism industry.

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