

## ADVANTAGES AND DISADVANTAGES OF INTERACTIVE METHODS INTRODUCING THE CLT (COMMUNICATIVE LANGUAGE TEACHING) APPROACH

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**Abstract:** The article highlights the main priorities of using advantages and disadvantages of interactive methods of the communicative language teaching approach as an alternative method of developing the intercultural communication competence of cadets through teaching English. The author considers this approach to be one of the most effective and good results.

**Key words:** communicative language teaching, teaching English, method, intercultural communication competence, interactive method

The practical purpose of teaching a foreign language in military educational institutions is not only the ability to communicate in specialized topics related to the future professions of the cadets, the formation of information exchange skills, but also the "person" who is aware of the lifestyle and culture of the speaker of a foreign language. translation is required. Modern methodology recommends using didactic games, problem teaching, and modular teaching technologies to activate cadets in the educational process and motivate them to speak and communicate in a foreign language.

We know that today the English language has become the language of science and technology as an international language. In almost all countries, English is used as a first or second language (foreign language) in the curriculum. In our country, English is introduced into the curriculum as a foreign language. Well, what should we pay attention to when teaching foreign language to cadets and developing their communication competence. According to J.S. Richards and T.S. Rogers, "making real communication the goal of language learning, providing opportunities for students to develop accuracy and fluency, errors in learning show that they develop communicative competence, and use different skills, reading, listening and listening should be used together, because they always come together in real life"<sup>1</sup>. The development of communicative skills in cadets and the application of methods based on CLT (Communicative language teaching) and interactive methods in the teaching process helped to prevent problems in the communicative process. The development of intercultural communication competence in cadets can be very beneficial when

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<sup>1</sup> Richards ,J.C. and T.S.Rodgers. Approaches and methods in language teaching. Cambridge: Cambridge University Press.2014.- P.37.

using the CLT approach in the classroom. First of all, let's talk briefly about CLT approach and its types.

Communicative language teaching (CLT) or communicative learning (CL) is an approach to language teaching, which is interpreted as a means of learning interaction and as a goal. In this interaction, language learners talk with partners about their personal experiences, and teachers teach topics outside of traditional grammar to develop language skills in all kinds of situations. This method also encourages learners to add their personal experiences to the language learning environment and focus on the learning experience in addition to learning the target language<sup>2</sup>. According to CLT, the goal of language education is the ability to communicate in the target language<sup>3</sup>. In addition, CLT approach also defines teaching as substitutional rather than instructional, and it is a non-assistance system, where teaching the target language is not based on this curriculum, but on reading and speaking content. more attention is paid to the development of oral speech skills. Earlier, language teaching was viewed as a cognitive issue, but this adaptation is mainly based on imitation. Later, language is considered to have a social-cognitive characteristic: it was concluded that language can be learned through the process of social interaction. However, today the main method of teaching any language is considered to be communicative language teaching (CLT).

If we look at the history of this relationship, it was interpreted by N. Chomsky in the 1960s, and in 1966, the linguist and anthropologist D. Hymes studied this relationship more widely and developed the communicative competence concept, which he defined as "knowing the language" " redefined what it means."A speaker should know the structure of language elements well, and be able to take a broad and appropriate point of view in the speech,<sup>4</sup>" D. Hymes emphasized. According to Hymes conclusion, "without the rules of grammar, there are no rules of language and without language"<sup>5</sup>. However, Hymes did not clearly formulate communicative competence, and M.Canale connected the competence with language teaching. Canale and Swain (1980) defined communicative competence in 3 components: grammatical, sociolinguistic and strategic competences. In 1983, Canale added the 4th competence - discourse (speech) competence. Gradually, in the Council of Europe, it was established that language teaching on a communicative basis is effective, and therefore it is the goal of developing a curriculum that meets the

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<sup>2</sup> Nunan, David. "Communicative Tasks and the Language Curriculum".TESOL Quarterly.25 (2): 1991-01-01., - P.279–295.

<sup>3</sup> Savignon, Sandra J. Communicative competence: theory and classroom practice: texts and contexts in second language learning. McGraw-Hill.[ISBN978-0-07-083736-2](#).[OCLC476481905](#),1997-01-01., - P. 97-103.

<sup>4</sup> Savignon, Sandra J. Communicative competence: theory and classroom practice: texts and contexts in second language learning. McGraw-Hill.[ISBN 978-0-07-083736-2](#). [OCLC 476481905](#).1997., - P. 107-113.

<sup>5</sup> Mitchell, Rosamond. Communicative Language Teaching in Practice. Great Britain: Centre for Information on Language Teaching and Research. [ISBN 978-0-948003-87-5](#). 1988. - P. 23–24, 64–68.

educational process of Europe. English linguist D.A. Wilkins was also among the program researchers. He defined language based on "concepts" and "functions" rather than the traditional grammatical and lexical categories<sup>6</sup>. The new curriculum promoted the idea that language could not be adequately explained by grammar and syntax, but instead favored a reliance on real communication.

Teachers who are interested in CLT can choose classroom activities based on what they believe in developing communicative competence in the target language. It varies by activity level and promotes collaboration, fluency and convenience<sup>7</sup>. The following are the basic methods of CLT approach: role play, interviews, group work, information gap, information sharing, scavenger hunt, jigsaw, task completion activities, information gathering, information transfer, etc.

Here, we will analyze the aspects that contribute to the development of intercultural communication competence when using the interactive methods of the CLT (see Table 1).

**Interactive methods of CLT (Communicative Language Teaching)**

**Table-1**

| №  | The name of the interactive method              | Aim   | Advantages  | Disadvantages   |
|----|---|---|---|---|
| 1. | role play<br>( <a href="#">Howard Barrows</a> ) | Role play is an oral activity, usually performed in pairs or in a small group, and its main purpose is to develop the communicative abilities of cadets in a unique environment. Cadets present themselves in different social contexts and with different roles. In role-play, the teacher controls the students' information about who they are and what they feel, think, etc. | <ul style="list-style-type: none"> <li>- the whole group participates;</li> <li>- the teacher leads;</li> <li>- reduces anxiety;</li> <li>- groups can be formed by homogeneity or diversity;</li> <li>- teacher acts as a training consultant/process manager;</li> <li>- stimulates general interpersonal communication, negotiation, teamwork skills;</li> <li>- it is beneficial when there is a big difference in the level of education;</li> </ul> | <ul style="list-style-type: none"> <li>-it is necessary to maintain group plans of educational groups;</li> <li>- it's effective for high-level cognitive domain discussion groups;</li> <li>- learning at a higher level is more difficult;</li> <li>- to be accurate in assessment;</li> <li>- they must make sure that they teach the material correctly and competently;</li> </ul> |

<sup>6</sup> Richards, Jack; Rodgers, Theodore. Approaches and Methods in Language Teaching (3rd ed.). Cambridge: Cambridge University Press. [ISBN 978-1-107-67596-4](#).2014. - P. 23–24, 84–85.

<sup>7</sup>Mitchell, Rosamond. Communicative Language Teaching in Practice. Great Britain: Centre for Information on Language Teaching and Research. [ISBN 978-0-948003-87-5](#). 1988. - P. 23–24, 64–68.

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|    |            |   | <ul style="list-style-type: none"> <li>- those who have mastered the skill will coach others;</li> <li>- it is possible to master the composition and parts of the task;</li> <li>- reduces the artificiality of the class, gives reason to talk and allows the cadet to meaningfully exchange with other cadets;</li> <li>- the cadet has an element of freedom of choice;</li> <li>-develops critical thinking as well as quick decision-making;</li> </ul>   |   |
| 2. | interviews | <p>Conversation is an oral exercise performed in pairs, the main purpose of which is to develop the interaction of cadets in language teaching.</p> <p>A rubric is chosen in advance or provided by the instructor, cadets know in advance that they can go as far as they like and ask any questions, but the interview questions must be prepared individually by each cadet. During the interview, students will have the opportunity to practice speaking skills and communicate. After the activity, the research is presented to the whole group.</p> | <ul style="list-style-type: none"> <li>- stimulates general interpersonal communication, negotiation, and teamwork skills;</li> <li>- the cadet has an element of freedom of choice;</li> <li>- develops critical thinking as well as quick decision-making;</li> <li>- reduces the artificiality of the class, gives reason to talk and allows the cadet to meaningfully exchange with other cadets;</li> <li>- easy to evaluate;</li> <li>- express your opinion independently;</li> <li>- develops the ability to listen to each other, ask questions and give appropriate answers.</li> </ul> | <ul style="list-style-type: none"> <li>- there is a problem in the structure of the groups' homogeneity or diversity;</li> <li>- the possibility of working mainly in pairs or in a group;</li> <li>- fear of making mistakes;</li> <li>- lack of confidence in the ability to speak and feel that words are not enough to express one's point of view;</li> <li>- lack of confidence in the ability to speak and feel that words are not enough to express one's point of view;</li> </ul> |

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| 3. | group work                      | Group work is a collaborative activity that aims to foster communication in language learning in a larger group setting.  | <ul style="list-style-type: none"> <li>- it also minimizes the fact that some cadets do not feel comfortable speaking in front of others;</li> <li>- the smaller the group, the better the opportunity for reserve cadets to participate in such discussions;</li> <li>- feedback encourages each cadet to follow the instructions and increases the results of the discussion;</li> <li>- express your opinion independently;</li> </ul>  | <ul style="list-style-type: none"> <li>- the effect on the entire group, with all eyes on him, made the participants afraid on stage;</li> <li>- the cadet may be nervous about losing himself or simply making a mistake in front of the audience;</li> <li>- lack of confidence in the ability to speak and feel that words are not enough to express one's point of view;</li> <li>- the presence of dominant cadets, which makes it difficult to freely express their thoughts;</li> <li>- training of cadets in their mother tongue;</li> <li>- fixed time;</li> </ul> |
| 4. | information gap (Byrne & Rixon) | The Information Gap is a collaborative activity that aims to make language learning more effective by providing students with information that was previously unknown to them. The purpose of this is to gather information or simply share information. Each participating queue has a different part of the same original data. If each cadet provides the necessary information to the other party, the task can | <ul style="list-style-type: none"> <li>- express your opinion independently;</li> <li>- develops the ability to listen to each other, ask questions and give appropriate answers;</li> <li>- quick and easy assimilation of information;</li> <li>- solving the problem by gathering information;</li> <li>- strong communication encourages each cadet to follow the instructions and increases the results of the discussion;</li> </ul> | <ul style="list-style-type: none"> <li>- fixed time;</li> <li>- lack of information about the topic;</li> <li>- it takes a lot of time to prepare handouts from the training course;</li> <li>- cadets should not forget that their trainees should be able to communicate effectively in this activity.</li> </ul>   |

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|    |                 | <p>be completed. Accomplishes goals such as active information gathering and problem solving. This activity is effective in allowing each participant to expand on the target language.</p>   | <ul style="list-style-type: none"> <li>- stimulates general interpersonal communication, negotiation, and teamwork skills;</li> <li>- makes it easier for the cadet to work on information;</li> <li>- improves the ability to communicate about unknown information in language teaching</li> </ul> | <ul style="list-style-type: none"> <li>- if the cadets were not prepared for the assigned task, they could not communicate effectively.</li> </ul>  |
| 5. | opinion sharing | <p>Opinion sharing is a content-based activity that aims to engage trainees in their conversational skills while talking about something they care about. Activity achieves goals such as sharing information and solving problems. This activity is effective in allowing each participant to expand on the target language.</p> | <ul style="list-style-type: none"> <li>- the language is learned successfully;</li> <li>- when cadets are involved in real communication, they can use their natural strategies for language acquisition and this encourages them to learn to use the language naturally.</li> </ul>                 | <ul style="list-style-type: none"> <li>- the main focus is not on the accuracy of the language, but on the fluency</li> <li>- did not pay attention to correcting the mistakes of cadets;</li> <li>- due to the fact that their mistakes are not corrected, cadets may make incorrect grammatical sentences;</li> <li>- respect is the key to this activity. If the cadet did not feel that their opinion was being taught or respected by their peers, then they did not feel free and they did not get communicative benefit from this activity.</li> </ul> |
| 6. | scavenger hunt  | <p>A scavenger hunt is a mixed activity that encourages open</p>  | <ul style="list-style-type: none"> <li>-can communicate with several cadets at the same time;</li> </ul>   | <ul style="list-style-type: none"> <li>- the context of the learning and teaching</li> </ul>  |

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|  | <p>(Scavenger military culture hunt)</p> | <p>interaction between cadets. This method is an activity based on the development of open interaction between cadets. Along with learning interesting and clear facts such as military customs and traditions, cultural customs, and military commanders, which reflect English culture, they develop intercultural communication skills in an easy and convenient way. Their ability to adapt to more efficient communication is aimed at personalizing the language.</p> | <ul style="list-style-type: none"> <li>- After learning more about each other and sharing about themselves, cadets feel comfortable talking and sharing during other communicative activities;</li> <li>- As this activity is not structured like some others, it is important for learners to add structure;</li> <li>- correctly assess the situation of communication between cadets and representatives of the local language;</li> <li>- correctly understand the interlocutor's opinion during the conversation;</li> <li>- mastering similarities and differences between cultures in harmony with language learning;</li> <li>- to be able to evaluate self-confidence, team work, cooperation and ability in the process of mutual conversation and discussion;</li> <li>- during the presentation process, they will test their language skills and their ability to give information in front of the team.</li> <li>- promotes the development of intercultural communication competence of cadets and the acquisition of information about two cultures through language learning, as well as the prevention of</li> </ul> | <p>environment was not taken into account;</p> <ul style="list-style-type: none"> <li>- blind noise may enter the classroom;</li> <li>- blind requires time;</li> <li>- presence of dominant cadets, which makes it difficult to freely express their thoughts;</li> <li>- training of cadets in their mother tongue;</li> </ul> |
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|    |                            |   | <p>problems and difficulties that may arise in the process of communication.</p> <ul style="list-style-type: none"> <li>- This promotion is aimed at cadets, as it takes into account the interests and needs of cadets.</li> </ul>  |  |
| 7. | jigsaw (Elliot Aronson)    | <p>Jigsaw – this method is an activity based on the development of open interaction between cadets. Real educational resources are used to motivate cadets.</p> | <ul style="list-style-type: none"> <li>- cadets have the opportunity to teach themselves instead of presenting materials. The technique increases the depth of understanding. Every cadet has used this to self-teach, and it is the most valuable skill a teacher can teach;</li> <li>- cadets become more fluent in English;</li> <li>- each cadet has the opportunity to make a meaningful contribution to the discussion, which is difficult to achieve in a large group discussion;</li> <li>- each cadet develops his experience and has something important to contribute;</li> <li>- asking each group to discuss the next question after the individual presentation encourages real discussion;</li> </ul> | <ul style="list-style-type: none"> <li>- It takes a lot of time to create a group. The teacher should form groups that combine students with different intelligences;</li> <li>- if the cadets do not enter their group quickly enough or do not read the initial texts quickly enough, the time is over;</li> <li>- if one or two stubborn cadets do not participate in the whole group, one or two will miss a part of the text;</li> <li>- the situation in the classroom becomes noisy, so the teacher must control the cadets;</li> <li>- the teacher could not supervise all groups at the same time;</li> </ul> |
| 8. | task completion activities | <p>Effective and competent teaching that encourages cadets to learn grammar well. In task-based</p>   | <ul style="list-style-type: none"> <li>- to have a higher motivation to perform tasks;</li> </ul>  | <ul style="list-style-type: none"> <li>- places too much emphasis on tasks and conveying meaning, and this</li> </ul>  |



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|    |                                      | <p>language learning, teachers provide students with competitive opportunities to practice language in a personalized and meaningful way. The main focus of the task-based training class is the cadets to complete the task themselves. This increases the language being learned. Task-based language learning uses practical exercises to encourage cadets to develop their own vocabulary and language structures.</p> | <ul style="list-style-type: none"> <li>- when working together in groups, it encouraged them to cooperate;</li> <li>- they learn to interact meaningfully while working in groups;</li> <li>- pay attention to the previous knowledge and experience of the cadets;</li> <li>- cadets can learn the unique features of the language they are learning.</li> </ul>  | <p>can affect the correct use of language;</p> <ul style="list-style-type: none"> <li>- complete and successful development of communication skills is not enough to perform these tasks;</li> <li>- if not done properly, it can have some risks and can affect the growth and change of language learners' interactions;</li> <li>- sometimes it can cause obstacles in language learning.</li> </ul>                                    |
| 9. | Tandem (discriminated-tandem) metodi | <p>The main goal of this method is to master the culture of the country where the language is being studied in the process of real or virtual communication, as well as to receive information from different fields in the field of knowledge that is equally interesting for both tandem partners. Discriminated-tandem, on the other hand, is the acceptance of knowledge directed to a special field.</p>              | <ul style="list-style-type: none"> <li>- the teacher works as a guide and substitute teacher;</li> <li>- it emphasizes meaningful learning of the language;</li> <li>- promotes higher socialization and higher individualization in the educational process;</li> <li>- increases the level of motivation and communicative abilities of partners, discriminated-tandem partners will have the opportunity to practice the target language, monitor their results, self-evaluation and, in general, the dynamics of learning success and productivity;</li> </ul> | <ul style="list-style-type: none"> <li>- the topics taught should correspond to the needs and interests of cadets;</li> <li>- both partners must have equal motivation. So, if one cadet does less than the other, he cannot give a satisfactory answer to his partner, the result of this method is a successful lesson;</li> <li>- sometimes this process is characterized by negative emotions such as tension, competition,</li> </ul> |

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|     |                               |  | <ul style="list-style-type: none"> <li>- fear of making a mistake, anxiety, etc., which can cause a sense of uncertainty;</li> <li>- training in discriminated-tandem implies a good sense of humor, a sense of mediocrity and a willingness to share experiences.</li> </ul>   | frustration, irritation and even resentment.   |
| 10. | information transfer (Palmer) | the activity of learning and practicing language by transforming written or spoken text. | <p>It will be easier for cadets to remember the information by organizing it in another form, for example, in the form of a diagram, graph or picture;</p> <ul style="list-style-type: none"> <li>- encourages the cadet to focus on the message;</li> <li>- language modes - any language modes can be designed for this)</li> </ul> <p>Flowcharts can highlight text structure, making it easier for students to follow.</p> <ul style="list-style-type: none"> <li>- it will be possible to shorten the most informative parts of the text;</li> </ul> | <ul style="list-style-type: none"> <li>- cadets could not simply copy passages without understanding them by demanding a different organization of the text;</li> <li>- blind requires time;</li> <li>- the presence of dominant cadets, which makes it difficult to freely express their thoughts;</li> <li>- training of cadets in their mother tongue;</li> </ul> |

The above-mentioned modern communicative methods and approaches are effective in organizing English language classes, as well as their implementation in the lesson process, effective use of them in training will encourage cadets to increase their interest in the lesson and fully master the material being studied. However, there are advantages and disadvantages of these modern methods of CLT approach, which we have tried to explain above as much as possible. Of course, in the process of applying these methods, it is possible to avoid such problems by taking into account the degree of compatibility of the teacher with the studied material and by making a small change to the method and interpreting it. This requires great skill and experience from the teacher.

Communicative language teaching is a teaching approach that emphasizes group work, collaboration, and shared learning. In a communicative language teaching environment, cadets work together in pairs, small and whole groups to achieve a common goal. This approach has been shown to be highly effective in developing communication and language skills, as it provides cadets with frequent opportunities to practice speaking and listening in a supportive and engaging environment.

One of the key benefits of the communicative language teaching approach is that it promotes active learning. Rather than passively listening to a teacher or reading from a textbook, cadets are actively engaged in the learning process. They are encouraged to ask questions, share ideas, and contribute to group discussions, which helps to develop their critical thinking and analytical skills.

Another benefit of the communicative language teaching approach is that it promotes a positive classroom environment. By working together in small groups, cadets are able to develop strong relationships with their peers, which can help to reduce feelings of isolation and disengagement. This, in turn, can lead to increased motivation and a greater willingness to participate in class activities.

The communicative language teaching approach is also highly effective in developing social skills. By working together in groups, cadets learn important social skills such as communication, teamwork, leadership, and empathy. These skills are essential for success in all aspects of life, and can help cadets to develop positive relationships with others.

Lastly, the communicative language teaching approach is highly adaptable to a variety of learning styles and preferences. By using a variety of communicative language teaching activities, teachers can cater to the different needs of their cadets, ensuring that everyone is able to participate fully in the learning process.

The use of the communicative language teaching approach is an effective method for developing speaking skills in the military universities. Through the use of various communicative language teaching activities, cadets are provided with opportunities to practice and refine their language skills in a supportive and engaging environment. These activities encourage collaboration, communication, critical thinking, and problem-solving skills, which are essential for success in language learning and beyond.

The benefits of using the communicative language teaching approach extend beyond the development of speaking skills. Cadets also develop social skills, such as teamwork, leadership, and empathy, which are important for success in all aspects of life. Additionally, using the communicative language teaching approach promotes a positive classroom environment, where cadets feel valued, supported, and engaged in their learning.

It is important for teachers to use a variety of communicative language teaching activities to cater to different learning styles and preferences. Activities such as role-playing, tandem, scavenger hunt, and interviewing can be used to engage cadets in a fun and interactive way, while also developing their speaking skills.

Finally, the success of the communicative language teaching approach relies on effective planning, implementation, and evaluation. Teachers must carefully plan and structure the activities to ensure that they are tailored to the needs of their cadets. During implementation, teachers should provide guidance and support to cadets to ensure that they are able to participate fully in the activities. Afterward, teachers should evaluate the effectiveness of the activities and make adjustments as needed.

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