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## THE SIGNIFICANCE OF CREATIVE APPROACH IN DEVELOPING AND DESIGNING LEARNING MATERIALS APPLIED IN THE COMMUNICATIVE METHOD

**Abstract:** *The hereby article discusses the issues of using creative approach in the language classrooms to form learners' communicative-cognitive competence, developing their critical thinking and culture of their speech, as well as some other problems such as the application of creative approach to developing and designing learning materials, mechanisms developing learners' creativity, pedagogical creativity, teachers' knowledge and intellectual potential, their desires and needs, their strive for new things, their demanding nature and curiosity, professional position etc.*

**Key words:** *communicative-cognitive skills, development of critical thinking and speech, mechanisms of developing students' creativity, potential and active creativity, pedagogical creativity, intellectual potential, supernatural skills.*

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### Introduction

It is no doubt that one of the today's urgent tasks in our education system is to apply a competent approach to language teaching and comparative process of communicative-cognitive basis of the state language, to form and develop learners' linguistic and communicative competencies. Due to the principal role of communicative-cognitive approach in language education, the integration of learning materials with interactive methods and techniques of teaching has become one of the important aspects of modern education context.

The language instructors' main role in this process is to pay great attention to the communicative model of instruction to help learners develop their communicative skills and creative activity closely connected with their independent thinking.

During the years of independence, the education system has focused on learners' ability to express their views and opinions freely on various texts. In this process, it is highly recommended for language teachers to use "scientific essays, scientific-artistic essays, creative essays, free-form essays on various

objects, people, landscapes etc., and descriptive essays" [1,6].

In essay writing process teachers have to deal with the problems of a clear and consistent presentation of the idea, expression of independent idea, communicative competence, relevance of the essay outlining the topic, correct usage of punctuation, neat and accurate handwriting and stylistic errors.

It is also noteworthy that the content of the questions stated in the modern national course books has significantly changed and directly aimed at developing learners' worldview and imagination.

The Uzbek course book for the 5th grade presents a wide range of interesting questions such as "Who do you want to be in the future?", "Is it necessary to know the state language for your chosen future profession?", "How did the writing appeared?", "Why do you think calligraphy (handwriting) should be beautiful and accurate?" which help learners develop their thinking and teach them to justify and defend their personal points of view.

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1. *What would you tell a friend you met on a long trip about Uzbekistan?*

2. *If a TV journalist stops you on the street and asks, 'What national sport do you know?' What would you answer?* [2,8]

By answering such questions, learners will develop their communicative-cognitive competences. Current course books focus on the following key factors represented in the standard curriculum aiming at "developing learners' thinking and speech":

- increase the vocabulary;
- use vocabulary in the process of creating a text;
- choose the expression of independent opinion in accordance with the purpose and conditions of speech;
- formation of clear scientific and figurative (symbolic) thinking skills"[1,65].

The state education standard and curriculum created in accordance with the new education system focus not only on providing students with grammatical knowledge as it was used to be done in the recent past, but also on developing the skills of expressing the same content (text) in different ways, thus developing students' speech and communicative skills.

Today's course books mainly focus on learners' ability to work independently and advance the idea of national liberation in their minds and hearts [3,123], develop their creativity, and most importantly, form the creative approach to their learning materials.

The questions and learning materials based on the communicative-cognitive principles and creativity should follow several requirements:

- narrate the text in own words;
- give a title to the text and express own opinions about the main idea of the text;
- find an object in the picture and make up a story about it;
- continue the narration in mind;
- expressive reading etc.

Also such assignments and project works as "classroom assignment/task", "*What I learned from daily life*", "*School friends*", and "*My dream*" etc. are frequently developed and designed by teachers to strengthen their learners' knowledge, develop their self-control/monitoring skills, improve their independent thinking and work on their own.

However, learners limit themselves by memorizing traditional grammatical rules and get through a lot of difficulties in applying the acquired knowledge in their every day speech. For that reason, instead of tasks (assignments) that do not allow learners to research, think, and try something new independently (e.g., tasks starting with the instructions *copy* or *underline*), teachers should vary the assigned tasks (e.g., prepare different tests according to learners' preferences and tasks starting with the instruction *Find necessary...* for identifying

the necessary information related to a particular theme, use *This is my opinion* project for eliciting learners' ideas and personal opinions on a topic etc.).

Independent work based on interactive teaching methods plays a significant role in the formation and development of learners' communicative and cognitive skills including the ability to express personal views and ideas, conscious and individual mastery of the theme, comparison with the learning materials given in the state language and practical application of theory.

The study of course book materials in conjunction with independent research should not be limited to the terms of the assignments given in the implementation of teacher and learner collaboration. The mechanisms of creativity consist of potential and active creativity. While potential creativity develops individual characteristics of the learner active creativity is considered the most important subjective factor of creativity [4,119].

Pedagogical creativity is closely associated with the teacher's knowledge and intellectual potential, desires and aspirations, strive for innovations, demanding and inquisitive, professional position etc. It is an integral concept that requires hard work, non-traditional attitude, breadth of thinking and self-control [5,190].

To form learners' deep knowledge and intellectual potential that includes the pursuit of innovation, high demands and inquisitiveness, deep reasoning and self-control/monitoring has become one of the needs of the present education system. To organize lessons in different and non-traditional formats and use learners' class time efficiently, teachers can widely use a creative approach while assigning various tasks and assignments. For example, while teaching the Kazakh language it is effective to carry out various forms of practical exercises for in-depth study of the main content of each topic. Moreover, teachers are recommended to prepare different questions aimed at developing learners' communicative-cognitive qualities and identifying the specific features of both languages in comparison with the state language.

In the field of education, creativity is related to one's personal activity and based on cognition and knowledge. Pedagogical creativity is associated with the knowledge and intellectual potential, desires and aspirations, professional position of the teacher and is considered an integral notion that requires from the teacher deep reasoning and self-control or monitoring. Possession of such knowledge, personal qualities, virtue, abilities, and creativity leads every teacher to an acmeologic orientation [6, 3]. Acmeology is the science that determines the factors that help to achieve the highest peak of one's professional activity.

Learners will be able to do various activities that encourage them to think, research, and apply the theoretical knowledge they have gained in

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collaboration with their group. So in this process teachers should organize lessons in different non-traditional formats and use their learners' time effectively by applying intensively the elements of creative approach. In particular, they may design and develop various tasks and assignments that will help learners to write, speak, play various games, do tests and comparisons. In order to organize the teaching and learning process in a more colorful way and use learners' class time effectively, tasks and assignments created and designed by instructors should focus on the development of learners' creativity, independent work, the ability to compare the materials learned in the native language with the state language and inculcate the ideas of national independence in communicative and cognitive ways. Such tasks and assignments may include the following:

- Ask your parents the names of the places given in the text and find them on the map;
- Express your opinion in an oral or written ways in 5-6 sentences;
- Find out the meaning of unfamiliar words in the text from the dictionary;
- Look at the picture, compose a text and give a title to the text;
- Continue the idea and write an essay;
- Solve metagramsetc.

When tasks and assignments are done in a variety of ways, it not only saves time, but also makes it easier for teachers to monitor and evaluate their learners' works. Without any doubt such a creative approach will bring a number of benefits for both teachers and learners.

In the course book of the 8th grade, students were asked to make up several sentences with the help of the phrases such as "Zagira teacher", "Dear war veterans" and "Dear parents". Teachers by using a creative approach may diversify this traditional task by dividing these basic phrases into three small groups and assigning a special task for each group. For instance, the first group may use the phrase "Zagira teacher" as an interjection for writing a "Letter to the teacher", the second group may prepare an invitation using the phrase "To the veterans of the war", and the third group may write an announcement both in Uzbek and Kazakh languages using the phrase "Dear parents"[7,97]. Composing a text in the form of a letter and expressing own feelings encourages every learner to think more creatively and freely. Through a creative approach to learning materials and tasks, learners begin to form and develop their cognition, learn to search for necessary things independently and acquire knowledge. Cognitive processes create in learners a connection with the knowledge of reality (the world); in addition, learners will learn to perceive the reality, store it on their memories, interpret necessary information and process it independently. Learners search for the necessary knowledge not only through listening, but also through their immersion

into the study process. Every cognitive process ends with the acquisition of some knowledge. The essence of the communicative-cognitive methodology is to provide learners with oral communication. Today's educational demand is to create verbal communication and new knowledge, i.e. use a cognitive approach in teaching [8,16]. It is preferable to understand the cognitive approach as a process of cognition in speech activity [9,203]. Hence, it is effective to use these two approaches simultaneously in the process of teaching learners.

The great emphasis is placed on improving learners' speaking skills in the state language, full expression of their ideas both in writing and oral communication, and increasing their literacy in modern educational environment, especially, in the contexts of secondary schools where education process is organized in another language, the following tasks are prioritized: understanding the whole being through the expressive means of language and expressing one's feelings within the broad possibilities of the mother tongue in the learning environment built on the communicative model of education and within the framework of state educational standards of secondary school education.

The ethnic and cultural affinity and specificity of the Turkic peoples, including the Uzbeks and Kazakhs, find its direct reflection in their word expressions. For example, the following phrases are widely used in the languages of both cultures: "Ёниглик қозон ёниглигича қолсин" ("To keep something under your hat/under wraps"), "Кўрпангга қараб оёқ узат", "Ошиғи олчи туриб" ("To hit the jackpot"), "Бир ёқадан бош, бир енгдан қўл чиқариш" ("We are only as strong as we are united, as weak as we are divided"), "Қора қозон қайнаб турибди" ("Life goes on somehow"), "Отдан тушсаям эгардан тушмаган" ("Turn one's back on") etc.

According to the curriculum of the secondary schools for the 5<sup>th</sup> grade students, the theme about phrases which goes into the section of lexicology aims at identifying real and figurative meanings of the words by analyzing various text types and expanding learners' vocabulary. The same theme is taught for the 8<sup>th</sup> grade students to help them differentiate phrases which go into syntax and avoid confusion while analyzing them in different parts of speech.

Parts of speech can also be made up of various phrases, as in the examples shown above. A comparative analysis of the lexical-semantic similarities and differences between the two languages is one of the very effective ways to teach the phrases for learners. To do this teachers are highly recommended to use the creative method of "Everest" and not to limit themselves only with the ready tasks and assignments given in the course books.

As the school course books do not contain many tasks and exercises related to phrases we suggest you

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to use the following interesting and effective activities to develop learners' specific knowledge and skills on the theme and their communicative-cognitive

competencies taking into account their age (look at Tables 1 and 2):

### Stage 1: Compile Uzbek-Kazakh Phrasal Dictionary

№	Uzbek	№	Kazakh
1.	Бармоғини тишлаш	1.	
2.	Кўзи тўрт бўлиш	2.	
3.	Тирноқ осидан кир кидириш	3.	
4.	Бешигимни тебратдингми?	4.	
	Ойни этак билан ёпиб бўлмайди		

### Sage 2: Definitions of Uzbek-Kazakh phrases

№	Definition	Figurative meaning of the phrase in Uzbek	Kazakh phrase
1.	Катта ишга интилиш	Осилсанг баланд дорга осил	
2.	Жудаям ошириб юбориш	Папшадан фил ясама	
3.	Бу ерда бир гап бор	Бир балоси бўлмаса, шудгорда куйрук на килур	
4.	Аҳиллик, бирдамлик	Бир майизни қирқ бўлиб емоқ	
5.	Хурсанд бўлиш	Дўпписини осмонга отди	

In the Stage 3, the phrases are discussed ethnographically through the method of debate. For example,

Question: What is the meaning of the phrase “Узун арқон, кенг тусов”?

Answer: *Мол яйловда узун арқон ва кенг тусов билан боқилган (The cattle were grazed in the pasture with a long rope).* Therefore, the phrase is used in the sense of *бемалол (leisurely, freely).*

Question: What does the phrase “От усти қараб ўтиш” mean?

Answer: The phrase “От усти кўриш” denotes the meaning of doing something difficult being on a horse, or something done in a hurry, so it has the meaning *масъулиятсизлик (irresponsibility).*

Question: What is the meaning of the phrase “Ит ўлган ерда” in the sense of “узоқ” (far)?

Answer: There is a saying among our people, “Яхши ит ўлигини ҳам кўрсатмайди” (“A good dog does not show its death”). So the etymology of this phrase may relate to this concept.

The following conclusions can be drawn from the comparative teaching of phrases:

- Learners will be able to differentiate the real and figurative meanings of words by working on various texts full of phrases, also they will be able to interpret and do comparative analysis of phrases in both languages and develop their skills and

competences for using phrases as an expressive tool in their oral and written speech;

- Learners will increase their awareness of ethnography, national values etc. of the two nations by using the real and figurative meanings of phrases as the examples or variants of other languages.

Group discussions around the theme might be organized in the following two ways:

- The discussions organized on the basis of literary texts given in the exercises;

- The discussions organized on learning materials.

When the teachers conduct their lessons on the language theme, they can organize group discussions in the following ways:

1. What would you name the poem?
2. Why is language compared to spiritual wealth?

It is recommended that the teachers formulate questions for discussion on linguistic materials in advance ranging them from simple to complex.

According to the standard curriculum, the themes covered in the Kazakh language classes at the beginning of the academic year are usually taught later in the Uzbek language classes. In this case, on the one hand, learners will develop the skills of revising the covered theme and on the other hand, they will

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strengthen their abilities to learn the language by comparison.

In classes aimed at teaching a language, the main focus is given on the communicative model of education as it helps students shape their creative activities based on the independent thinking and develop their communicative skills.

Teachers can assist their learners to acquire necessary knowledge, skills and abilities independently on the basis of school course books and other resources and organize monitoring processes to check the validity and reliability of learners' knowledge and communicative competences with the help of "Raider" technology. Such pedagogical technologies help teachers to use creative approach towards their teaching. For example, 6th grade students can be divided into 3 small groups to study the theme "Spelling of Numerals". Each group is assigned the following tasks:

Group 1: Students should check the numerals written on the doors of the classrooms (5<sup>th</sup> grade students);

Group 2: Students should check the numerals written on the cover page of the notebooks;

Group 3: Students should learn the numerals in the various mass media materials located in the spirituality center, and compare the collected materials with those in the course books and state their own conclusions.

According to the orthographic rules of the Kazakh language, the names of centuries, years, months and dates are not used with punctuation, e.g., 2018 йил, 15 май (May 15, 2018). In the Uzbek language, if the ordinal numbers are represented by an Arabic numeral, they are used with a hyphen, and if they are represented by a Roman numeral, a hyphen is not used, e.g., 21-уй, V синаф (house 21, class V).

The study of course book materials in conjunction with independent research should not be limited to the terms of the assignments given in the implementation of teacher-student collaboration. The mechanisms of creativity consist of potential and active creativity. While potential creativity creates individual characteristics of an individual, active creativity is the most important subjective condition of creativity.

Pedagogical creativity is closely related to the teachers' knowledge and intellectual potential, desires and aspirations, longing for innovation, demanding and inquisitive, professional position and it is an integral concept that requires hard work, supernatural, broad thinking and self-control [4, p119].

For example, in Uzbek language classes, it is effective to let learners complete a variety of practical exercises and prepare for student thought-provoking questions to support them to master the main content of each theme:

1. What letters do you know that are specially taken in the Kazakh and Uzbek alphabets?

2. Which letters of the Cyrillic alphabet are there in Uzbek and Kazakh languages, which letters of the Uzbek alphabet are not in the Kazakh alphabet? Provide examples.

3. Lexically, in what sense is the word "program" used in the Uzbek and Kazakh languages?

4. What principle do you think we rely on the usage of the suffixes implemented in one variant in Uzbek and multiple variants in Kazakh language?

5. Which tense form of the verb in the Kazakh language corresponds to the past tense (narrative) in Uzbek expressed with the suffixes *-ap* and *-p*? Respond to this through text analysis.

6. What norm of literary language is violated by the use of the Uzbek phrase "яшаи тарзи" in the Kazakh language as "өмір сүру тәрізі"? How should it be expressed?

By working with questions of such content, learners will develop their abilities to compare the information on a communicative-cognitive basis.

In the Kazakh course book "Қазақ тілі" intended for the 9th grade the students will develop their writing skills on business papers, articles, stories, letters, diary, notes, thesis, reviews, lectures etc. on the basis of 3 themes ("Нутқривожлантириши – стилистиканинг бир тармоғи" (Developing communicative competence is the a branch of stylistics), "Нутқривожлантиришининг усуллари" (The methods of developing communicative competences),

"Нутқривожлантиришининг баъзи жиодий турлари" (Some creative types of developing communicative competences)) related to the field of stylistics. All these themes are aimed at a creative approach to the learning tasks given in the course book [10, p 190].

In the field of education, this concept demands hard work, research and creativity from teachers. Creativity is related to an individual's personal activity and based on cognition and knowledge. Pedagogical creativeness is valid for the knowledge and intellectual potential, desires and aspirations, professional position of the teachers. Also it is an integral concept that requires breadth of thinking and self-control of the individual. The acquisition of such knowledge, quality, merits, abilities, and the use of creativity for the benefit of goodness help teachers to take an acmeological direction [6, p 3]. Acmeology is the study that determines the factors serving for the achievement of the highest peak of professional activity.

The old course books mainly consisted of the following instructions: *кўчириб ёзинг (copy)*; *тағига чизинг (underline or highlight)*; *от ёки сифатни топинг (find the nouns or adjectives)*; *тиниши белгиси қўйилиши сабабини тушунтиринг (explain the reason for a particular punctuation)*; *сўзларни дефис билан қўчиринг (copy the words with a hyphen)*; *ған тузинг (make up sentences)*. Such

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instructions didn't let students develop their independent thinking skills.

It is beneficial for learners to do tasks and assignments that encourage them to think, research, and apply theoretical knowledge in practice together with their group mates. Teachers are highly recommended to organize their lessons in different formats, in order to use students' time with some benefit instructors are suggested to approach creatively to the tasks and their instructions.

Students' communicative skills can be implemented in the process of consolidating the knowledge that students have acquired over a specific period of time. For example, in Uzbek language classes it is effective to carry out various forms of practical exercises for in-depth study of the main content of each theme, prepare questions for comparing the state language and identifying their similarities and differences.

The content of the exercises and assignments on teaching lexicology given in the course books also help to inculcate the ideas of national independence in various interactive ways. For example:

- rituals related to the days of the week, superstitions – independent work, discussion;
- division of proverbs into categories - work in small groups;
- continuing the proverbs by working in small groups – “I lost, I found” game, work in small groups;
- studying the theme on the basis of handouts - suitable for independent work.

It is noteworthy that the tasks and exercises presented in the course books, used currently at schools, support school students to take a creative approach to their lessons and work independently.

Teachers must be creative in developing, designing and organizing the tasks and assignments. In particular, the tasks and exercises can be done in the written, oral, game, test (quiz), comparison and contrast forms. To organize the lessons in a colorful way and use students' time efficiently, the tasks and assignments should focus on creative approach, independent work, comparison of materials learned in the Uzbek language with the state language, inculcation of ideas of national independence by applying communicative and cognitive methods.

When tasks and assignments are completed in a variety of ways, it is not only time consuming, but also easier for teachers to monitor and evaluate students' work. In the course of the experiment, it was proved that language lessons can be varied not only in terms of the exercises or tasks given in the textbook, but also in terms that direct students to work independently and draw certain conclusions on the theme. For instance, in the course book “*Она тили*” there given

3 exercises to strengthen the theme “*Кишилик олмоши*”(personal pronouns). They suggest tasks with the same traditional instructions, such as “*кишилик олмошини топинг*” (find personal pronoun), “*тағизга чизинг*” (underline or highlight), “*топиб ёзинг*” (find and write), “*қандай келишикда туришини аниқланг*” (find out the case). In doing so, it is possible to explore the phenomenon of language being studied through conscious comprehension and practical exercises by changing the format of the tasks or assignments. For example:

I. Exercise 186: “*Literacy Bridge*”. Each student reads one sentence and writes the personal pronoun on the board. For each correct answer a student gets 5 points. For correct spelling students get 10 points (*у, сен, сени, мен*)(*he, you, I*).

II. Exercise 187: Find the personal pronoun and write it in the notebook. The more pronouns a student finds, the more points he/she gets (*сен, сени, сен, бизнинг, бизни, бизга, сенинг, биз*)(*you, our, us, you, we*).

III. Exercise 188: Determine the case of pronouns. It is convenient to complete a test (quiz). It is the demand of the present time to form deep knowledge and intellectual potential in students that combine the pursuit of innovation, demanding and inquisitive, the breadth of thinking and self-control of the individual. By organizing lessons in this varied ways, it is effective for teachers to use creative approaches towards the learning tasks and assignments to assist them to take as much benefit as possible.

Today's learning process requires the teachers to take a cognitive approach to learning, instructing learners on the material to be learned not only from the their course books but also from additional educational sources by providing necessary guidance on how to gain a specific understanding using various questions. Carefully structured questions will be interesting to a group of learners as well as provide a conscious mastery of the topic. It is common knowledge in psychology that learners keep necessary information in their memory for a long time when they deal with that on an individual basis rather than memorizing it.

So teacher's pedagogical creativity plays an important role in the communicative-cognitive approach. With the help of various intellectual questions and assignments prepared by the teachers, the learners will have a chance to search for necessary knowledge independently, work with their course books efficiently, apply the acquired knowledge in their personal life and see the benefits of their hard work.

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