

**DEVELOPMENT OF MONOLOGUE AND DIALOGUE SPEECH WHEN TEACHING  
LANGUAGE TO STUDENTS OF NON-LINGUISTIC UNIVERSITIES**

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**Abstract:** This article discusses development of monologue and dialogue speech when teaching language to students of non-linguistic universities. Monologue speech as an activity of verbal communication necessarily includes a certain motivation or need for communication, which is formed in the communicator due to non-communicative factors, which in the process of orientation in a problem situation is transformed into a motive for communication activities. At the same time, a communicative intention is formed, a communicative task is singled out. Then orientation is carried out in the conditions of the task, due to which it becomes possible to plan speech (and communicative) actions in general.

**Keywords:** communicative intention, communicative task, communication activities, verbal communication, motivation, communication, non-communicative factors, non-linguistic universities, monologue, dialogue, process of orientation, development.

**Introduction**

Based on the scientific approach to the consideration of the subject foreign language, modern knowledge about the language, speech and speech activity in the methodology, it is possible to determine the object of knowledge - what the student should learn. Such an object of knowledge is the language as a means of communication, which is expressed in the definition of goals, as they are formulated in the program.

Taking into account the goals of teaching a foreign language, the principle of communicative orientation in teaching this discipline should be called the leading methodological principle. This means that teaching it should be based on the involvement of students in oral (listening and speaking) and written (reading and writing) communication, that is, communication in the target language throughout the course.

**The main findings and results**

According to A.A. Leontiev, the main task of mastering the language in terms of communication can be formulated as follows: to learn to speak (or write) the way a native speaker speaks or writes (or, at least, strive for this as a limit). Then the formulation of the main task of such mastery in the cognitive aspect will be the following: to learn how to carry out orientation in the way it is carried out by a native speaker.

Learning to speak is one of the main goals of learning. Speaking is a type of speech activity through which an oral form of communication is carried out, aimed at establishing contact and mutual understanding with other people, interacting with their knowledge and skills, performing the functions of proof, persuasion, expressing an emotional attitude to the message being transmitted. Distinguish between monologue and dialogic speech.

The subject of the monologic form of communication is the student's own thought. The final product is the text produced by the students. The units of the active language minimum serve as the means of monologue communication. The way of formulating and forming thoughts is external speech.

Dialogic speech, being an expression of the speech interaction of two participants, has as its subject both its own thought and someone else's. Its end product is a dialogical text. The means of dialogic communication include lexical units, typical phrases and dialogic units typical of oral communication within the framework of the subject provided by the program, as well as the rules of generation and recognition. The method of forming and formulating thoughts is both internal and external oral speech, which is characterized by curtailment, situational repletion, intonation expressiveness. It is built on the basis of the interaction of speech generation schemes and semantic perception.

Monologue speech as an activity of verbal communication necessarily includes a certain motivation or need for communication, which is formed in the communicator due to non-communicative factors, which in the process of orientation in a problem situation is transformed into a motive for communication activities. At the same time, a communicative intention is formed, a communicative task is singled out. Then orientation is carried out in the conditions of the task, due to which it becomes possible to plan speech (and communicative) actions in general.

The level of formation of monologue speech depends both on the accumulation of a certain amount of language material, mastery of grammatical and lexical skills, the ability to combine material and correlate it with the topic of the message, to get around the difficulties associated with an insufficient amount of material, and on the ability to plan a statement, choose the appropriate supports - visual, auditory, verbal (in a read or listened text),

choose the desired structural and compositional form and be able to arrange the components of the statement in the appropriate sequence, using the necessary means of communication.

Speaking is, as you know, a creative process. This means that a monologue statement cannot be completely algorithmized, since it is impossible to give algorithms for generating an innumerable set of possible combinations of speech units; at the same time, it is assumed that students must master a specific set of specific phrases, be aware of the composition and structure of these phrases, be able to independently and freely combine the speech units at their disposal to express new content.

Speaking, especially in a monologue form, is a great difficulty for the student, both in his native and in a foreign language. It has to do with choosing what to say and how to say it, and so on. The formation and development of this complex skill should proceed with the help of supports that can be associated with both the content and the form of presentation, as well as both at the same time.

When using material on a foreign language, the teacher faces the question of its selection. The use of authentic texts of various functional styles in the learning process contributes to the understanding of a different socio-cultural reality. Authentic is understood as a text borrowed from the communicative practice of native speakers and reflecting the natural situations of everyday communication. As R. Galisson notes, "an oral or written text is authentic material if it is composed by a native speaker and is not intended specifically as a means of teaching the language, but meets the function of communication, information and real linguistic expression".

Authentic materials provide an opportunity to study living modern speech in its various manifestations and genres. The following can be said in favor of these materials: they are written in a "real" living language, they are diverse in structure and vocabulary, and have a communicative purpose that lies outside the language. Working with such texts, students see the results of their work in practice, and this all creates additional strong motivation in learning the language.

Various authentic materials create an atmosphere of ownership, bring students closer to the natural language environment. They stimulate figurative thinking, influence feelings, form taste, therefore, have an impact on a person's emotions and his figurative and artistic memory. D. Cost wrote how important it is that original materials, having penetrated into the classroom, contribute to the creation of an atmosphere of real language communication.

The text as a system of speech product of native speakers of a foreign language is of value as a systematized model of the functioning of the language and is one of the main educational and methodological units of education. The content and structural features of the text are used in the work as the basis for the student to compose his own speech statements in a foreign language.

In German classes, we often use German fairy tales, which serve as a support for the development of skills in monologue and dialogic speech. It is interesting to use fairy tales and the set of exercises attached to them in the German language classes.

When selecting texts, we pay attention to their educational, developmental and cultural potential, motivational ability, as well as the problematic nature of the content of the texts, that is, whether it can be a source of additional information, a model, an incentive to generate one's own statement, to help the student most fully and adequately realize their communicative intention. It is acquaintance with the literature of the country of the language being studied that contributes to the upbringing of spirituality and helps to create an emotional positive atmosphere in the classroom.

Depending on the use of various types of exercises for working on fairy tales, we can talk about different levels of formation of monologue speech. These levels are reproductive (transmission of the content of a fairy tale in a foreign language), reproductive and productive, involving some elements of creative and independent utterance (that is, the student combines previously studied speech patterns, adds or changes lexical units, "inventory" the language material stored in memory and choice of what is needed to complete tasks), as well as productive, which is characterized by the fact that the student, on the basis of his language and speech experience, can express his/her attitude to the facts and events occurring in the fairy tale, evaluate the actions of the acting heroes of the fairy tale, build a statement in accordance with your intention.

When exercising control over the formation of monologue speech, one should proceed from the fact that the correct reproduction, tempo and emotional coloring are controlled at the reproductive level. At the reproductive-productive level, the volume of the utterance, the linguistic correctness and the ratio of the reproductive and productive are controlled and evaluated; at the productive level, the volume of the utterance, its linguistic correctness and independence in the choice of language means, in the logic of construction, the ability to start the presentation, expand it properly and finish statement. The ability to communicate integratively, since it arises on the basis of other skills, is a whole system of skills of a different order and nature.

Using the text of a fairy tale or story, students perform various exercises related to lexical and grammatical material, convey content in a foreign language, and also participate in the creative process: they come up with a new background, a new ending, convey content through another language, for example, from the point of view of a lawyer, a preacher, and even with the help of mathematical formulas, draw conclusions from stories and take out

their own morals, transfer the plot of a fairy tale to a different time, for example, to the present, narrate a fairy tale on behalf of another hero. Such a creative task is considered interesting as changing the type of texts, for example, a newspaper report from the scene. The content of fairy tales, stories and the text itself takes on a new look. Many students take part in the presentation of “new fairy tales”, involving their classmates in the work.

The set of exercises offered to students helps students to combine previously studied speech patterns, changing lexical units, using the language material stored in memory, relying on grammatical phenomena necessary for reproducing monologues. These types of work contribute to the transfer of the selection of language means to the level of automatism, which allows the speaker to focus his attention on the semantic content in the process of utterance. In this way, the goal of the process of mastering a foreign language in a non-linguistic university is achieved, which allows you to freely use the learned material in various situations, operating on it in different ways.

The needs of modern society are reflected in the definition of target settings for training students in various specialties, taking into account the characteristics of intercultural communication. Keeping the acquisition of communicative competence as the main goal of learning, modern theory and practice of teaching foreign languages pays considerable attention to the formation of those components that provide social and cultural norms of communication. The global goal of teaching foreign languages, therefore, is seen as an integrative whole, where the formation of foreign language communicative competence is closely linked to the cognitive and emotional development of students. Realization of the goal of forming intercultural competence in the process of teaching foreign languages involves the expansion of the linguistic, cultural and emotional experience of students through progressive familiarization with the culture of the country of the language being studied, while respecting the native culture.

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Any communication, primarily in the form of a dialogue, begins with the perception of a communication partner, with the formation of his image. It is important to convey to students that our perception is not least determined by belonging to a particular group (culture, nationality, social group), so intercultural perception needs to be developed specifically. The problem of contact is one of the key problems of intercultural communication. Readiness for dialogue, an idea of how to implement it determine the position of a person in relation to communication partners, as well as in relation to himself. In dialogue, the subjective world of one person is revealed to another; in dialogue, a person defines himself and reveals his individual characteristics. The experience of participating in a dialogue can be positive or negative, but it is in dialogical speech that a person reveals himself most fully. In this regard, it is of great importance to discuss with students the tactics of conducting a dialogue in a foreign language and to analyze the emerging communicative and psychological barriers.

Dialogue is a process of exchanging textually organized information, an interaction determined by social conditions and reflecting the sociocultural affiliation of its participants, who take active positions in the process of its deployment. In the process of practical use of a foreign language, the skills of sociocultural communication are formed in the process of dialogical interaction with a carrier of a different conceptual picture of the world. The student, perceiving information and recoding it in accordance with his linguistic and cultural affiliation, constructs his knowledge regarding the specifics of the society with which he interacts. The following extra-linguistic features of the dialogue are distinguished: the collectivity of information; diversity of information; differences in the assessment of information; active participation in the speech of facial expressions, gestures, actions of partners; the influence of the subject environment of partners.

Dialogic speech is much less developed than monologue, since in conditions of natural communication it is replenished by the commonality of the situation, the joint experience of the speakers. These circumstances exacerbate the difficulties of understanding the interlocutor in the process of dialogue in a foreign language. A dialogical speech action, like any action, can be single-step and multi-step, can act as an integral part of the whole and be considered as a whole made up of parts.

In psychological terms, dialogical speech has the following characteristics:

- always motivated: we always speak for some reason, for some purpose, which is determined by external or internal incentives;

- always addressed to the listener (interlocutor): we always speak with someone, for someone; to express one's opinion, share thoughts, convince, prove, ask, etc.; always emotionally colored, since the speaker expresses his thoughts, feelings, attitude to what he says;

- always situationally conditioned, since it takes place in a certain situation.

The most attractive in the educational process are dynamic dialogues, as they are examples of live communication in a fixed form and provide rich material illustrating ways of expressing various communicative intentions. Depending on the interests of students, interviews with a politician or an economist, a doctor or an athlete, an artist or a scientist can be offered for work as samples. Regardless of the content of the conversation, the set of communicative intentions, as well as the lexical means of their expression, most often remains constant. However, it must be admitted that listening or reading dialogue is quite difficult to understand.

Students should not only understand what the interlocutors are talking about, but also be able to determine their communicative intentions, follow the development of their thoughts, isolate the main and detailed information, make generalizations, determine the position of the interviewee, his attitude to something or someone based on received information, predict options for further development of the dialogue. The listed skills are among the complex ones associated with a high level of foreign language proficiency, so their formation is a long process.

Thus, in the process of learning a foreign language, students acquire the skills of dialogic speech, which cannot be "programmed", since the speech behavior of one partner depends on the speech behavior of another partner. The ability to conduct a dialogue with a representative of another culture contributes to the formation of foreign language communicative competence among students, which is one of the main goals of teaching a foreign language in a modern university.

In particular, for the development and improvement of students' speaking skills in the field of a particular direction, the correct selection and use of scientific and technical texts in a foreign language is of particular importance. Thoughtfully processed for methodological purposes, the text is a universal means of developing a wide variety of skills. To the text intended for teaching oral speech, the following requirements are now presented: it must have a clear functional stylistic orientation in accordance with a particular specialty; be characterized by a high degree of information saturation, as this ensures the effective perception and processing of speech messages; represent ideological and educational and general educational value; be feasible, accessible for perception and subsequent reproduction, which is created by a uniform combination of elements of informativeness and redundancy; be a consistent and logically constructed message with a clear and precise composition.

It is also very important that the educational process be based on modern pedagogical principles, which allow optimal organization of classes. As experience shows, the creation of so-called problem situations gives a lot, in which students, performing this or that speech task in a foreign language, generate and improve language knowledge and speech skills during this process. In the practice of the Department of Foreign Languages of the State Agrarian University of the Northern Trans-Urals, experimental studies of problem-based learning methods are carried out. As we have seen, the creation of problem situations, as well as the entire process of teaching students foreign language speech skills, should be preceded by a serious and deep preparatory work of the teacher. It is necessary to provide students with relevant knowledge and specify the speech skills formed at each stage of training. It is required in advance to clarify, select and distribute over different stages those basic situations that are the thematic basis for speaking in a foreign language in a specialty. These situations, as well as the language material to be learned, are presented to students in a system that reflects the basic methodological principles of teaching and, first of all, the principle of increasing difficulties.

By organizing classes according to the method of problem situations, we strive to optimally implement a systematic approach to the educational process. This approach is expressed in the selection and methodological organization of various types of language and speech exercises, built on the basis of a hierarchical principle. Like any the system of exercises that forms the skills of oral speech in a foreign language must be complete, be part of the general system of education and meet modern didactic and proper methodological principles. In particular, the principles of consciousness, isolation and increasing difficulties, communicative orientation, etc., are of great importance.

For better memorization of grammatical topics, we usually use training exercises, which, we believe, should be large in volume. To achieve automatism, we achieve a loud and clear pronunciation of phrases. Gradually, the exercises become more complicated, the translation of sentences is introduced, and then situations and simple texts, and dialogues from the native language into English. Thus, grammar is fixed on living speech, you develop the skill of spontaneous, grammatically correct, but formalized speaking. Properly selected rigidly stereotyped training exercises form an abstract combinational scheme of the studied grammatical phenomenon.

Significantly increases the interest of students in a foreign language and the level of their knowledge is actively conducted by us extracurricular work. So, we organize evenings in English, for which listeners learn songs, sketches, stories, prepare dramatizations. In addition, watching movies, getting to know the sights of Riga and visiting exhibitions with comments in English are very popular with our pets. At the end of the academic year, a trial exam is practiced, which we try to bring as close as possible to the real entrance exam. This allows students to feel

more confident in the entrance exams to the university. All systematically attending classes and fulfilling the requirements of teachers, as a rule, successfully pass the entrance exam in a foreign language.

Statement of the problem in general terms and its connection with important scientific and practical problems. Vocational-oriented education currently occupies one of the leading places in education in higher education, as the role of communication in a foreign language in the professional sphere is increasing. Training of specialists in technical universities is impossible without knowledge of a foreign language.

Vocational-oriented teaching of a foreign language is aimed at increasing the motivation of students in learning not only a foreign language, but also the specialty itself. Professionally oriented education is based on the needs of students in learning a foreign language, which are dictated to them by their future profession. It involves mastering a professionally oriented foreign language.

Working with text can be assigned for self-study both to the audience and at home. The teacher selects independently texts with a professionally oriented orientation. Additional exercises should be added to the text. The first of the exercises can be questions.

The teacher puts a question to the text. Questions can be asked by the teacher himself, or divide students into groups or pairs and give them the opportunity to enter into a dialogue.

The solution of these difficulties is possible with a more effective use of professionally oriented texts, the development of reading skills, and properly organized independent work of students. The proposed material for students should be personally significant (that is, be of interest to them), correspond to the level of foreign language proficiency, have a professional orientation, develop students' motivation and creative qualities of students. In this case, a teacher at a non-linguistic university faces a problem. He must possess not only knowledge of a foreign language, pedagogy and teaching methods, but also titles in a special professional field. The teacher is obliged to study the vocabulary, special terminology of the received specialty.

A monologue is the speech of one communicant. This type of speech includes messages, lectures, reports. A monologue is an extended and organized type of speech, since the speaker must think through the message structurally, and not as separate statements. Formation of the goals of the article (setting the task). The goal of foreign language teachers of non-linguistic universities is the formation of a foreign-language communicative personality. Knowledge of a foreign language makes a specialist competitive in the labor market. This is the main reason for conducting the discipline "foreign language" in non-linguistic universities.

Learning a foreign language requires professional specificity, aimed at mastering a future profession. The teacher sets goals not only to master the skills of speaking in a foreign language, but also to acquire knowledge in the chosen profession. A teacher of a foreign language at a non-linguistic university faces a number of problems:

- different levels of foreign language proficiency by students;
- a certain number of hours allocated for the development of the discipline "Foreign language";
- lack of motivation and need for students of a non-linguistic university in learning a foreign language.

All these factors influence the achievement of a high level of mastery of a foreign language by students. It is also worth paying attention to the fact that reading professionally-oriented literature and texts is difficult. This should include a wide range of lexical material, more complex content, the presence of terminology, the content of more complex grammatical structures in texts.

Professionally-oriented teaching of a foreign language is recognized as a priority in the development of specialists in non-philological universities. It became a problem to take a fresh look at the process of education and training of professional personnel. A specialist who speaks a foreign language has great advantages in the personnel market. At present, the problem is not only the possession of knowledge of specialization, but also the acquisition of communication skills in a foreign language.

The next type of work with the text can be the addition of sentences. The teacher reads the beginning or the end of the sentence, students in this case should find the sentence in the text as soon as possible and read it completely. This exercise trains students' reading skills in a foreign language and monologue oral speech skills. A spirit of rivalry arises between students and each of them looks through the text and reads sentences in a foreign language. Both in answering questions and in additions to sentences, students train their photographic memory. This becomes a great help in memorizing vocabulary in a foreign language.

Dividing the students into pairs, the teacher offers them the task of compiling questions and answers to them. Students in this exercise exchange opinions on the correctness of the questions. Thus, students train grammar skills, repetition of the rules for composing questions in a foreign language. In this type of educational activity, students train dialogic speech.

In order to train vocabulary, the teacher offers students such a task as finding equivalents from a foreign language into their native language, and from their native language into a foreign language. Words, phrases and sentences can act as equivalents. Equivalents can be relative or absolute. Absolute equivalents are words with a neutral color, which indicate an object and have one meaning. Relative equivalents include words that have two or more meanings.

After searching for equivalents, you can offer to make sentences with them. The next exercise that the teacher can offer to students is the comparison of equivalents in native and foreign languages. Students in this case train the skills of monologue speech, train the pronunciation of lexemes. These exercises are a good example of monologue speech training. Students pronounce words, combinations of words, sentences. In the case of answering questions and dividing students into pairs, oral dialogic speech is trained.

Mastering professional vocabulary will help students communicate in a foreign language not only on everyday topics, but also on topics of their specialization. The teacher offers students an exercise to compose a dialogue. The group is divided into pairs. Students have vocabulary on the topic of their specialization, and training in the pronunciation of words in a foreign language. Students are asked to act out dialogues. Students practice dialogic speech. There are informal interviews when one student acts as an interviewer - asks questions, and the second - answers on the topic of the chosen specialty.

#### **Conclusion**

Conclusions of the study and prospects for further research in this area. Let us note that professionally-oriented teaching of a foreign language is aimed at developing writing, speaking and listening skills in their area of specialization. These types of learning activities are interconnected, writing is not possible without listening, and listening without speaking. By speaking we mean monologue and dialogic speech. Vocational-oriented education is predominant in non-linguistic universities in mastering a foreign language.

The use and work with professional texts in the classroom develops students' oral and written speech in a foreign language, replenishes vocabulary. Thus, we come to the conclusion that work with professional texts is aimed at developing the monologue and dialogic speech of students.

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