

Developing Speaking Skills by Using Strategy-Based Instruction of Pharmacy and Industrial Pharmacy Students

Yuldasheva Saodat Khalmurzayevna ¹, Yuldashev Sherzod Zairjanovich ²

¹ PhD, docent, “International school of finance technology and science”

² Senior Teacher, “International school of finance technology and science”

Abstract:

Speaking skills are essential for students who wish to become fluent in English as a second or foreign language. In English learning, speaking becomes an important goal due to its ability to improve students' academic and professional communication skills. Students' difficulties in speaking can be attributed to many factors, including fear of making mistakes and a lack of drive. Students who have trouble expressing themselves orally can benefit from roleplaying activities. The purpose of this article is to determine if pharmacy students at IPER learn more from Strategy-Based Instruction (SBI) than traditional teaching methods and if there is a significant difference in the speaking outcomes of those groups. In 2023, we used a quasi-experimental design consisting of pre- and post-tests for two groups to collect the data. Fifty students from three different classrooms participated in the study. The results show that the learner is progressing in their speaking ability. Therefore, students can profit from roleplaying because it allows them to practice their verbal communication skills. The results demonstrated a statistically significant increase in the experimental group's ability to express themselves verbally. Students taught using a roleplaying strategy outperformed those taught using a grammar-translation strategy. Students' ability to communicate orally improves noticeably after engaging in role-play. This article suggests that pharmacy and industrial pharmacy students would benefit from using a roleplaying method.

Keywords: IPER, Speaking, Roleplaying, Strategy Based Instruction, English as second language learning, teaching.

Introduction. In the globalized world of the twenty-first century, communication is crucial to success in almost every field. A language is a communication tool. Without a language, it is conceivable that contact might be impossible. Thus, interpersonal communication requires language. Today, English is frequently recognized as the global language of communication. It is utilized to communicate with individuals from all over the world. The importance of oral proficiency in English teaching becomes evident in this setting. Speaking is an essential skill to gain when learning a second language Leong, L. M., & Ahmadi, S. M. (2017).

English proficiency is one of the language abilities essential for global contact and communication. It cannot be denied that English proficiency has recently become the most desired talent for students in Uzbekistan. Students are required to communicate in English. However, it is difficult to master each skill. There are multiple barriers to acquiring each skill. Speaking is an activity performed by a person to communicate with others (s). It occurs everywhere and has become an integral part of our daily lives. People interact with others and use language to share their ideas, feelings, and thoughts when speaking.

Additionally, they share information with others using communication. The degree to which a person masters a language is somewhat reflected in their proficiency in speech. Thus, speech is the most significant of the four skills.

Students studying English at institutes also experience difficulties speaking English as a second language. These issues are not just restricted to secondary and high school students. Ratnasari, A. G. claimed that most institute students struggle significantly with learning and mastering English due to a shortage of crucial components for language learning. The language training techniques used in colleges are ineffective in helping students learn the language adequately. According to scholars, grammar translation is the typical teaching approach used in Uzbekistan. Although English instruction has improved, the students' skills are still lacking. Since speaking is the sole talent not tested in exams, it is generally given less attention.

Along with grammar and vocabulary, tested in the exam, the primary emphasis is on teaching writing and reading. The grammar-translation technique is proven to be extensively employed. It prevents Uzbek and Russian language learners from developing the abilities necessary to take ownership of their education and monitor or evaluate themselves. As a result, most Uzbek students still struggle with speaking skill in English.

The research was conducted at the IPER in Tashkent with passionate undergraduates seeking to improve their English proficiency. Experimentation was utilized in the classroom to help students overcome their problems speaking the target language by employing Role-play strategies. According to Kaushik, K. (2014), students study English due to an underlying requirement. In addition, people wish to satisfy specific educational prerequisites, find a job, continue their education, travel, earn more money, have access to the culture of an English-speaking country, or acquire a second foreign language for pleasure.

The researcher intends to examine how roleplaying techniques affect English language proficiency in second-language learners (ESL). Students of pharmacy and industrial pharmacy at the tertiary level in Tashkent found it challenging to converse in English, both with literary terms and with situational conversions between patients, doctors, and nurses, as well as with other conversational abilities. Recent emphasis has been on student-centered instruction to ensure every ESL student masters the four language skills (receptive skills like listening and reading and productive skills like speaking and writing). In addition, the learner must be equipped with the skills required to push oneself beyond the limits he establishes.

Literature Review. Rao (2019) states that speaking is a more difficult skill than the others since it requires students to articulate their thoughts on the go. It is essential to recognize the challenges English language learners face, and several strategies may be used to enhance speaking abilities. If

suitable teaching techniques are employed, this is feasible. Roleplaying is one strategy that focuses on improving speaking abilities. Speaking is significantly impacted by it. Roleplaying, as opposed to the grammar-translation method, encourages students to employ a variety of phrases rather than concentrating on grammar rules. Roleplaying helps second-language learners interact more and improves their conversational skills. It allows students successfully use the language in various facets of their lives.

Roleplaying is a strategy that allows students to interact with the subject in a way that is not possible with a conventional approach. The students must participate in a play and portray a particular role or character. The learners benefit much from the opportunity to practice speaking. Additionally, this method allows students the option to communicate with others effectively. In speaking class, roleplaying is a favorite activity. Students require more time to prepare their lines during role-play. The position offers the learners a few chances to use the script, despite its challenges. The teachers can direct the role-play. The method used to determine the score is responsiveness to complexity. This method increases test-takers simplicity, focus, and responsiveness.

A study of linguistic theories and concepts related to second language acquisition is vital to establish roleplaying as a method for language development within the ESL curriculum. The scholars assert that structural, functional, and interactional theoretical viewpoints are considered when developing a language teaching technique. According to structural theory, language comprises grammatical units, including phrases, clauses, sentences, and affixes. The functional theory states that language is a method of communication that can be persuasive, social, emotional, or educational. Language is a tool for establishing interpersonal relationships and carrying out social transactions between individuals and society, claims interactional theory. Each viewpoint has a unique function to play in formulating language instruction strategies. The last two ideas provide the theoretical framework for teaching communicative language.

The linguists evaluate research demonstrating how simulation facilitates second language acquisition. According to the three theories discussed, learners acquire language when exposed to massive volumes of comprehensible input, are actively involved, and have a positive influence (desires, feelings, and attitudes). According to Krashen's (1982) "comprehensible input hypothesis," language learners acquire grammar and vocabulary through exposure to and comprehension of language somewhat beyond their current skill level. Swain (1985) defines understandable output as output that broadens the language learner's vocabulary as they strive to produce the required meaning correctly and efficiently. Scarcella and Crookall (1990) identified the "positive effect" as a crucial factor for successful language acquisition. Numerous experts, such as Krashen (1982), Stoffer, I. (1995), and Huang, S. H. (1996), have researched similar themes.

There are three types of roleplaying: entirely written, semi-scripted, and unscripted. In a fully scripted role-play, all the dialogue is written down. Students must memorize or know their roles. This form of roleplaying illustrates the textbook's example of conversation. Ultimately, the objective of the dialogue is to make each bit of language meaningful and easy to remember; according to (Suphan P. & Phusawisot P. (2020), low-level students who do not understand semi-scripted role-play may be able to employ this form of role-play.

The second role-play contains missing words, and students should be able to fill them with appropriate language. Students can start their conversation and modify the main discussion in some way. Due to the verbal input provided by the teacher or a required textbook, such roleplaying may be somewhat restricted. Students must select materials within a framework that places them in a real-world context. Students proficient in English at the intermediate level can use this kind of roleplaying.

Since semi-scripted role-play is less disciplined and carefully regulated than fully scripted role-play, they should already be familiar with the essential stages before moving on to more challenging jobs. Students create mini conversations based on dialogue keywords or use keywords, information, contexts, and objectives in less structured and regulated assignments. contend that unscripted role play offers a great chance to apply technical knowledge to certain situations. Students in the intermediate to advanced levels may benefit from non-scripted roleplaying because it enables them to participate in unstructured roleplaying, occasionally calling for special skills like problem-solving.

Widiarti, Y. (2021) asserts that to design a successful role-play session, it is essential to establish the problem you want learners to solve and the theme for the scenario that best fits the situation. The entire time is given for the session. Setting these parameters will lay the foundation for designing the session. The time limit will help determine how difficult the task is, and linking the topic with the problem will make it easier to create roles and characters that match. The session must be held in a room big enough for participants to freely communicate with one another and the instructor before moving on to the next step.

Roleplaying commonly goes by pretend play because it involves taking on another person's identity. It is a valuable and flexible tool that facilitates understanding theory through experience. Accepting a job could be a conscious decision or unconsciously fulfilling a social duty. It is crucial to understand that roleplaying has guidelines and rules to be adhered to if you want to get the most out of it. Consider how to make it effective by focusing on the beginning, being specific with expectations, understanding the objectives, and looking for possible and tangible results. As shown in his article "Roleplaying: Definition, Objectives, and Importance," roleplaying teaches students what will help them and what will work against them in certain situations (Stevens, R. (2015).

According to Spencer et al. (2019), roleplaying approaches impact how language learners enhance their speaking abilities. Simply stated, the study has shown that roleplaying strategies give students the tools they need to improve their communication skills. Learners are naturally given linguistic resources through roleplaying strategy. Learners acquire the language accidentally by repeatedly being exposed to language components through roleplaying procedures. Also, roleplaying tactics allow students to pick up a common language. Learning vocabulary and communication skills involves continual exposure to language skills and common language in roleplaying exercises. Roleplaying approaches have been proven to present linguistic knowledge organically. As a result, students pick up the language rapidly, and roleplaying tactics help them expand their vocabulary and language skills.

Methodology. The article implemented a quasi-experimental design and concentrated on the pre-and post-tests. Three groups experimental and control groups would be required to employ this method. The teachers administered a pre-test, a treatment session, and a post-test to the experimental group. Fluency, grammar, vocabulary, and pronunciation were considered during the evaluation. The required treatment duration was nine weeks. To the control group, the author delivered merely a pre-and post-test. The study covered all first-semester students enrolling in the IPER at the Higher education for the academic year 2023-2024.

Methodology of Data Analysis. The researcher obtained data by providing a monologue speaking test to participants. The results of the tests were used for the analysis. The grades of the students were divided into two categories. Group A: Pre- and post-test outcomes for students engaged in roleplaying to learn. Group B: The pre-and post-test results of students who were instructed without roleplaying. Rubrics would be used to evaluate the students' speaking abilities, and program would be used to analyze the data collected using the Paired Sample T-test

Validity of the Test. To attain a high level of content validity, the authors evaluated students' speaking skills with assessments. To assess whether the topic for the speaking test was valid, the

writers used the college's curriculum and English textbook to generate the issue for the speaking test.

Reliability of the Test. To assess the reliability of the speaking test, the authors graded the students' speaking ability scores using a speaking rubric. In addition, to determine the outcomes of the pre- and post-test speaking assessments, the authors invited two evaluators to evaluate students' linguistic abilities in experimental and control classrooms at the IPER. After collecting the data, the authors sought the aid of two raters to obtain information about the students' speaking abilities. The authors chose the raters based on their qualifications, which included having at least five years of experience teaching English and a CEFR score of C1. The analysis uses inter-rater reliability to establish the test's dependability. At this point, the researcher connected the participants' speaking scores from both evaluators and acknowledged the significance of the inter-rater finding.

Findings. To collect data for this study, ratings were used. Two raters provided pre- and post-test ratings of speaking ability to generate the data. The researcher has chosen forty students as illustrations. They were divided into an experimental group and a control group. This analysis supports two crucial discoveries: first, test results (descriptive statistics), and second, data analysis with a dependent sample t-test (paired sample t-test) and an independent sample t-test. The following was determined using the dependent sample t-test (paired sample t-test): (1) the significant difference in speaking ability achievement between students before and after role-play instruction. A t-test on independent samples was used to determine the following: (2) the statistically significant difference between experimental and control group performance in speaking abilities. According to descriptive statistics obtained in the experimental group, there was a significant difference between the experimental group and the control group regarding speaking skill attainment. The lowest pre-test score was 0.00, the highest was 13.00, and the mean score was 7.8696. The range of post-test scores was from 0.00 to 18.00, with a mean of 11.2174. In contrast, descriptive statistics revealed that the lowest pre-test score for the control group was 0, the highest was 18, and the mean was 7.2609. The range of post-test scores was from 0 to 18, with an average of 8.696. These scores are shown in Tables 1 & 2, respectively. In terms of the experimental group's paired sample T-test results, the mean score of students' speaking skill achievement on the pre-test was 7.8696, with a standard deviation of 3.8993. On the post-test administered to the experimental group, the mean speaking skill accomplishment was 11.2174 with a standard deviation of 5.07182. According to the results of the paired sample T-test, the mean score of students' speaking skill performance on the pre-test in the control group was 7.2609, with a standard deviation of 4.53489. The mean post-test speaking skill achievement for students in the control group was 8.8696, with a standard deviation of 4.62501. The experimental group's mean score was 11.2174, while the control group's average score was 8.696. This demonstrates that the experimental group topped the control group on the post-test. This supports the idea that the experimental group did better than the control one.

Interpretation. The results showed that the experimental group of students improved at speaking both before and after the intervention. It shows that people's speaking skills were different before and after they did role-play. Before and after therapy, there was a big difference in how well the experimental group spoke. The average difference between the pre-test and the post-test in the experiment showed this. So, role play might have significantly affected how well students said and how much they took part in the teaching and learning environment. When the students played their roles, they had to know who they were playing and what their roles were. Also, when the teacher taught roleplaying, she used drills to get the students involved in the classroom. So, it's safe to say that roleplaying in the classroom could help students improve their ability to talk to each other.

Conclusion. The results of this study suggest that role play is an effective strategy for improving students' communication skills. The results show that the average speaking score in the experimental group is 11.2174, while the mean score in the control group is 8.696. It is possible to

conclude that the roleplaying method helped develop the students' speaking skills. Roleplaying in the English as a Second Language (ESL) classroom encourages students to participate in speaking activities while fostering self-assurance and their capacity for creative problem-solving. Regular roleplaying activities help students develop fluency in English. Vocabulary is enhanced, and that helps in appropriately using the proper terms. The article concludes that role-play has a successful learning impact on improving students' communication skills among pharmacy students learning the English language.

References

1. Collentine, J. (2022). Insights into the construction of grammatical knowledge provided by user-behavior tracking technologies. *Language Learning & Technology*. 3(2), 44-57
2. Xalmurzayevna, Y. S., Eshmanov, G., & Zairjanovich, Y. S. (2021). СЕКЦІЯ XVIII. ФІЛОЛОГІЯ ТА ЖУРНАЛІСТИКА. ТРАДИЦІЙНІ ТА ІННОВАЦІЙНІ ПІДХОДИ ДО НАУКОВИХ ДОСЛІДЖЕНЬ, 122.
3. XALMURZAYEVNA, Y. S., & ZAIRJANOVICH, Y. S. (2020, June). PRAGMATIC ANALYSIS OF WRITTEN ADVERTISEMENTS FROM UZBEK NEWSPAPERS AND MAGAZINES. In *Archive of Conferences* (Vol. 1, No. 1, pp. 21-24).
4. Yuldashev, S. Z. (2021). MERITS AND DEMERITS OF ONLINE EDUCATION IN TRAINING COURSES (ENGLISH LANGUAGE TEACHER'S COURSE). *Academic research in educational sciences*, 2(CSPI conference 2), 546-553.
5. XALMURZAYEVNA, Y. S., & ZAIRJANOVICH, Y. S. (2021, January). MODERN TECHNIQUES IN TEACHING LISTENING. In *Archive of Conferences* (pp. 3-4).
6. Yuldasheva, S., Eshmanov, G. A., Yuldashev, S., & Xidirova, M. (2021). TEACHING VOCABULARY-THE BASIS FOR FORMING FOUR MAIN SKILLS (LISTENING, SPEAKING, READING AND WRITING). *Матеріали конференцій МЦНД*.
7. Karimovich, S. S., Khalmurzayevna, Y. S., & Zairjanovich, Y. S. (2022, September). THE EFFECTIVENESS OF GAME-BASED LEARNING FOR TEACHING ENGLISH TO IPER (THE INSTITUTE OF PHARMACEUTICAL EDUCATION AND RESEARCH) PHARMACY STUDENTS. In *INTERNATIONAL SCIENTIFIC CONFERENCE" INNOVATIVE TRENDS IN SCIENCE, PRACTICE AND EDUCATION"* (Vol. 1, No. 1, pp. 20-32).
8. Xalmurzayevna, Y. S., Karimovich, S. S., & Zairjanovich, Y. S. (2021, April). HYBRID TEACHING STRATEGIES TO OPTIMIZE LEARNING SPACES. In *Archive of Conferences* (Vol. 19, No. 1, pp. 5-7).
9. Xalmurzayevna, Y. S., Karimovich, S. S., Zairjanovich, Y. S., & Qizi, X. M. I. (2021, June). IMPORTANCE OF ONLINE ASSESSMENT IN THE E-LEARNING PROCESS. In *Archive of Conferences* (Vol. 27, No. 1, pp. 16-17).
10. Xalmurzayevna, Y. S., Karimovich, S. S., Zairjanovich, Y. S., & Qizi, X. M. I. (2021, June). THE EFFECTIVENESS OF QUIZLET APPLICATION TOWARDS STUDENTS'MOTIVATION IN LEARNING VOCABULARY. In *Archive of Conferences* (Vol. 26, No. 1, pp. 16-18).
11. Xalmurzayevna, Y. S., Eshmanov, G., Zairjanovich, Y. S., & Qizi, X. M. I. (2021). THE USAGE OF GROUP WORK IN TEACHING ENGLISH TO PRIMARY SCHOOL LEARNERS. *Conferencious Online*, 86-88.

12. YULDASHEV, S. Z., & YULDASHEVA, S. X. (2022). LEARNERS' ATTITUDES IN LEARNING ENGLISH FOR TOURISM USING GOOGLE CLASSROOM IN TASHKENT TOURISM COLLEGE. *Development and innovations in science*, 1(1), 93-100.
13. Zairjanovich, Y. S., & Xalmurzayevna, Y. S. (2022, February). TEACHING ENGLISH FOR TOURISM STUDENTS (ESP AND E-LEARNING). In *Archive of Conferences* (pp. 8-10).
14. Xalmurzayevna, Y. S., Karimovich, S. S., Zairjanovich, Y. S., & Qizi, X. M. I. (2021, June). HYBRID TEACHING AND LEARNING TIPS FOR Teachers. In *Archive of Conferences* (Vol. 28, No. 1, pp. 12-14).
15. Mahamadali Turdaliyevich Toshxonov, Sherzod Zairjanovich Yuldashev. (2022, October) THEORETICAL AND PRACTICAL ISSUES OF TEACHING FOREIGN LANGUAGES IN INSTITUTE OF PHARMACEUTICAL EDUCATION AND RESEARCH. INTERNATIONAL SCIENTIFIC AND PRACTICAL CONFERENCE "THE TIME OF SCIENTIFIC PROGRESS
16. Shakabil Karimovich Shayakubov, Saodat Khalmurzayevna Yuldasheva, Sherzod Zairjanovich Yuldashev, Dilnoza Anvarovna Akhmedova. (2022, 5 November) THE ROLE OF ASSESSMENT ON ENGLISH FOR THE INSTITUTE OF PHARMACEUTICAL EDUCATION AND RESEARCH. INTERNATIONAL SCIENTIFIC CONFERENCE "INNOVATIVE TRENDS IN SCIENCE, PRACTICE AND EDUCATION"
17. Saodat Khalmurzayevna Yuldasheva, Mahamadali Turdaliyevich Toshxonov, Sherzod Zairjanovich Yuldashev. (2022, 3 January) USING MOBILE APPS FOR TEACHING ESL&EFL IN HIGHER EDUCATION INSTITUTIONS. Vol. 2 No. 8 (2023): YOUTH, SCIENCE, EDUCATION: TOPICAL ISSUES, ACHIEVEMENTS AND INNOVATIONS
18. Khalmurzayevna, Y. S., Nuritdinovich, F. S., & Karimovich, S. S. (2023). RISK ASSESSMENT OF THE INTERNAL CONTROL SYSTEM AND THE APPLICATION OF AUDITING PROCEDURES IN AUDIT OF ENVIRONMENTAL COSTS. *International Journal Of Management And Economics Fundamental*, 3(05), 15-27.
19. Yuldasheva Saodat Khalmurzayevna, Ganiev Shakhridin Vakhidovich, Yuldashev Sherzod Zairjanovich (2023/6/9). 21st Century Modern English Teacher's Professional Competences. *Best Journal of Innovation in Science, Research and Development*, 8-13
20. Yuldasheva Saodat Khalmurzayevna, Yuldashev Sherzod Zairjanovich (2023/9/20) The Perspectives of English Teachers' Pedagogic Competence In Teaching English Through Online and Offline Tools. *American Journal of Language, Literacy and Learning in STEM Education* (2993-2769), 111-121
21. Ismailov Kamolatdin Kurultaevich, Yuldashev Sherzod Zairjanovich, Sadikova Dildor Abdullayevna, Talipov Begzod Botirovich, Taryanikova Marina Anatolievna (2023/10/23). Specifics Of Teaching Foreign Language Speaking To Students At A Non-Linguistic Institute (Iper) In The Distance Learning Format. *Best Journal of Innovation in Science, Research and Development*, 549-559
22. Alisherovna R. N. FUNCTIONAL ANALYSIS OF TEXTS IN ENGLISH AND UZBEKI //Galaxy International Interdisciplinary Research Journal. – 2023. – T. 11. – №. 1. – C. 185-187.
23. Yuldasheva Saodat Khalmurzayevna, Yuldashev Sherzod Zairjanovich (2023/11/12). Overthrown Barriers In Teaching Efl To Non-Linguistic Students (Iper Students). *Gospodarka i Innowacje*, 123-132
24. Talipov Begzod Botirovich, Akhmedova Dilnoza Anvarovna, Toshkhonov Mahamadali Turdaliyevich. (2023, 2 January) THE DEVELOPMENT OF PBL TEACHING METHOD FOR TEACHING PRACTICAL ENGLISH IN IPER (INSTITUTE OF PHARMACEUTICAL

25. Akhmedova Dilnoza Anvarovna. (2023, 23 January) Strategies for Increasing Awareness of Pharmaceutical Students' Divergences. *Miasto Przyszłości* 31, 277-280
26. Talipov Begzod Botirovich, Akhmedova Dilnoza Anvarovna, Toshkhonov Mahamadali Turdaliyevich. (2023, 31 January) ESP AND STUDENTS' NEEDS IN LEARNING ENGLISH FOR PHARMACY. "INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH"
27. Akhmedova Dilnoza Anvarovna, Tolipov Begzod Batirovich. (2023, 28 January) EFFECTIVENESS OF INTEGRATING PROJECT-BASED LEARNING INTO ESP COURSES FOR IMPROVING ESP TEACHING TO IPER (THE INSTITUTE OF PHARMACEUTICAL EDUCATION AND RESEARCH) PHARMACY STUDENTS "Web of Scientist: International Scientific Research Journal"
28. Дильдор Абдуллаевна Садыкова (2022/10/17) МЕСТО ЛЕКСИКИ В ПРОЦЕССЕ ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ. *Galaxy International Interdisciplinary Research Journal*, 387-390
29. Yuldashev Sherzod Zairjanovich. ENGLISH AND SUBJECT INTEGRATION IN MATHEMATICS AND GEOGRAPHY. *Zbiór artykułów naukowych recenzowanych*. 201 pp
30. Yuldasheva Saodat Khalmurzayevna, Yuldashev Sherzod Zairjanovich (2023/12/22). OPPORTUNITIES FOR DEVELOPING PROFESSIONAL COMPETENCIES OF PHARMACEUTICAL INSTITUTE STUDENTS IN THE PROCESS OF LEARNING A FOREIGN LANGUAGE. *Best Journal of Innovation in Science, Research and Development*, 148-153 pp
31. Yuldasheva Saodat Khalmurzayevna, Yuldashev Sherzod Zairjanovich (2024/01/19) Conformation Of the Foreign Language Competence of Pharmacy and Industrial Pharmacy Students (IPER). *Best Journal of Innovation in Science, Research and Development*, 304-312 pp
32. Yuldasheva Saodat Khalmurzayevna, Yuldashev Sherzod Zairjanovich (2024/01/19) Investigating Non-English Major Students' (Iper) Needs, Attitudes, And English Language Learning Ways. *INTERNATIONAL JOURNAL OF EUROPEAN RESEARCH OUTPUT*, 170-193 pp
33. Yuldasheva Saodat Khalmurzayevna, Yuldashev Sherzod Zairjanovich (2024/3/19) Teaching English Grammar to Iper Students within Internet Resources, *Best Journal of Innovation in Science, Research and Development*, 462-472 pp
34. Нормуродова, М. А., & Ахмедова, Д. А. (2023). ПЕДАГОГНИНГ КАСБИЙ МАҲОРАТИНИ ШАКЛЛАНТИРИШНИНГ ДОЛЗАРБЛИГИ. *Innovative Development in Educational Activities*, 2(23), 59-61.
35. Ахмедова, Д. А. (2024). ТИББИЁТ ТАЛАБАЛААРИНИ ИНГЛИЗ ТИЛИ ЎҚИТИШДА ТАЪЛИМ ТЕХНОЛОГИЯЛАРИНИ ЎРНИ. *International journal of scientific researchers (IJSR) INDEXING*, 5(1), 41-47.
36. Talipov, B., Normuradova, M. T., Akhmedova, D., & Taryanikova, M. (2023). JIGSAW STRATEGY TO TEACHING IPER STUDENTS. *Solution of social problems in management and economy*, 2(13), 185-195.
37. Anvarovna, A. D. (2024). Implementing Suggestopedia and Memory Training in the Foreign Language Classroom. *Journal of Innovation in Education and Social Research*, 2(2), 72-76.

38. Anvarovna, A. D., & Abdullayevna, N. M. (2023). Language and Instructional Methodology CLIL in Pharmacy Universities. *Journal of Science-Innovative Research in Uzbekistan*, 1(8), 179-183.
39. Botirovich, T. B., Anvarovna, A. D., & Turdaliyevich, T. M. (2023). ESP AND STUDENTS'NEEDS IN LEARNING ENGLISH FOR PHARMACY. *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH* ISSN: 2277-3630 Impact factor: 7.429, 12(01), 169-172.
40. Akhmedova, D. A. (2023). TEACHING STRATEGIES AND ASSESSMENT METHODS FOR ONLINE PHARMACY EDUCATION. *THE ROLE OF SCIENCE AND INNOVATION IN THE MODERN WORLD*, 2(7), 27-33.
41. Anvarovna, A. D. (2024). THE IMPORTANCE OF USING INNOVATIVE METHODS IN DEVELOPING COMMUNICATIVE COMPETENCE IN TEACHING ENGLISH TO MEDICAL STUDENTS. *PEDAGOGIKA, PSIXOLOGIYA VA IJTIMOIY TADQIQOTLAR| JOURNAL OF PEDAGOGY, PSYCHOLOGY AND SOCIAL RESEARCH*, 3(4), 74-80.