

Innovative ESP Strategies for Agricultural Specialists

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Abstract

This research explores the methodological frameworks for improving English for Specific Purposes instruction within the agricultural higher education system of Uzbekistan. In light of the “Uzbekistan-2030” strategy and recent presidential decrees, the study emphasizes the transition to a credit-module system and the integration of innovative pedagogical approaches such as CLIL (Content and Language Integrated Learning), EMI (English as a Medium of Instruction), and EOP (English for Occupational Purposes). The paper analyses the necessity of developing professional communicative competence among agricultural specialists to ensure their global competitiveness. The results indicate that utilizing task-based and situational learning methods significantly enhances students’ ability to process professional information, such as technical patents and specialized literature, thereby bridging the gap between academic theory and practical agricultural application.

Keywords: *Credit-Module System, CLIL, EMI, ESP (English for Specific Purposes), Professional Communicative Competence*

Introduction

In recent years, fundamental reforms and changes have been taking place in all sectors of our country's national economy. In particular, elevating the fields of science and education to a higher level based on innovative pedagogical ideas, in order to join the ranks of the world's developed nations, has become a primary issue of our time. The most effective action in this direction begins with increasing the number of qualified personnel who have mastered a foreign language, possessed modern knowledge, and think creatively. By introducing advanced methods of foreign language teaching that, utilize modern information and communication technologies into the education sector, a number of tasks are being defined and implemented. These aim to create broad opportunities for the growing younger generation to effectively use the achievements of world civilization and vast information resources, and to develop international partnerships and the exchange of ideas.

In line with this effort, based on the Presidential Decree PQ-1875 of December 10, 2012, “On Measures to Further Improve the System of Learning Foreign Languages,” practical initiatives have accelerated. These initiatives focus on organizing the continuous teaching of foreign languages at all levels of the education system, as well as improving teacher qualifications and the provision of modern educational and methodological materials. Furthermore, as a continuation of the reforms initiated in the field, the adoption of the Presidential Decree No. PQ-5117 of May 19, 2021, “On Measures to Raise the Work of Popularizing the Study of Foreign Languages in the Republic of Uzbekistan to a

Qualitatively New Level” has guided efforts toward positive results. This decree aims to further improve the quality of foreign language teaching as an important direction of educational policy, attract knowledgeable and experienced educators to the field, and increase the public's interest in learning foreign languages.

To systematize the popularization and improvement of foreign language instruction in our country, raise young people to be well-rounded individuals, and support and strengthen the oversight of creating all necessary conditions for this, the Cabinet of Ministers of the Republic of Uzbekistan adopted Resolution No. 34 on January 19, 2022, titled “On Additional Measures for Improving Foreign Language Learning” Based on this resolution, the issue of developing and implementing information and communication technologies and software projects in foreign language teaching was brought to the forefront. This includes creating video clips, games, creative presentations, films, and other educational content to promote the in-depth mastery of foreign languages and develop fundamental language skills. In accordance with the decree “On the Uzbekistan-2030 Strategy” by the President of our country, Sh.M. Mirziyoyev, dated September 11, 2023, “Creative Parks” will be established in each region to help young people acquire modern professions. These parks will engage at least 40,000 young people annually, and school graduates will have the opportunity to master at least two foreign languages and one profession. Building on this, the abilities of at least 2 million young people will be developed by enhancing their intellectual potential, encouraging their scientific activities, and fostering their interest in scientific and innovative work, intellectual games, and foreign language learning. Most significantly, 500 talented young people will be sent to study at prestigious foreign higher education institutions each year at the expense of the state budget.

The essence of all adopted normative-legal acts embodies the interests of the individual, especially the goal of enabling young people to engage with the world. In this direction, a number of tasks have been defined, and comprehensive measures are being implemented to create a unified system of international relations in the field of education, encompassing both international and national markets. Examples include international projects such as CLIL (Content and Language Integrated Learning), collaboration between English language teachers and other subject teachers, and the introduction of educational forms like EMI (English as a Medium of Instruction) and STEM (Science, Technology, Engineering, and Math). To disseminate these projects more widely and taking into account the importance of language proficiency, we must refer to European standards in higher education, as indicated in the Bologna Declaration.

Although the Republic of Uzbekistan has not joined the Bologna Process as a full member state, it is undertaking gradual work in several of its areas. On this basis, the orientation of higher education institutions towards integration into the European Higher Education Area has intensified the focus on creating variable programs for all subjects, including foreign languages. Specifically, in accordance with the “Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030,” approved by the Decree of the President of the Republic of Uzbekistan on October 8, 2019, it is planned for 85% of the country’s Higher Education Institutions (HEIs) to gradually transition to a credit-module system by 2030. It is envisioned that these HEIs will primarily introduce the ECTS credit-module system.

Review of Related Literature

Research on English for Specific Purposes (ESP) has evolved significantly over the past decades, with foundational contributions from Hutchinson and Waters (1987, 1993), who emphasized a learning-centred approach, and Dudley-Evans and St. John (1998), who highlighted ESP's multidisciplinary nature. Basturkmen (2010) further advanced course design principles, stressing the importance of aligning language instruction with learners' professional and academic needs. These works collectively underscore the centrality of learner motivation, contextual relevance, and pedagogical innovation in ESP development.

Motivation and learner attitudes have been identified as critical factors in ESP success. Humoud (2010) explored Saudi university learners' perspectives, revealing the importance of social and cultural contexts in shaping engagement. Slesarenko (2007) emphasized interdisciplinary goal setting in technical universities, while Tukhtasinov and Kholiyorov (2019) examined compensatory competence formation among agricultural students, highlighting the role of professional terminology in bridging linguistic gaps. These studies illustrate the necessity of tailoring ESP instruction to specific learner groups and professional domains.

In Uzbekistan, reforms in foreign language education have been guided by key legislative acts, including Presidential Decrees PQ-1875 (2012), PQ-5117 (2021), and the Cabinet of Ministers Resolution No. 34 (2022). These initiatives aim to improve teacher qualifications, integrate modern technologies, and promote innovative methods such as CLIL and EMI. Nuratdinova (2023) and Kubeysinova (2023) examined the application of CLIL and EMI in agricultural education, demonstrating their potential to enhance subject-specific language competence. The Bologna Declaration (1999) and Uzbekistan's gradual alignment with the European Higher Education Area further emphasize the importance of adopting international standards, including the credit-module system (Kun.uz, 2020).

Overall, the literature highlights a dual trajectory: global theoretical and methodological advances in ESP and localized reforms in Uzbekistan aimed at integrating international practices into national education. This convergence underscores the need for systematic approaches that combine pedagogical innovation, motivational strategies, and policy-driven reforms to strengthen ESP instruction and align it with both national priorities and global standards.

Objectives

This study aims to analyse the ongoing reforms in the field of foreign language education in Uzbekistan, focusing on how innovative pedagogical approaches and modern information and communication technologies are being integrated into the national education system. By examining legislative initiatives such as Presidential Decrees PQ-1875 (2012), PQ-5117 (2021), and the Cabinet of Ministers Resolution No. 34 (2022), the research seeks to evaluate the effectiveness of these measures in expanding opportunities for young learners, improving teacher qualifications, and fostering international collaboration.

Another objective is to assess the role of strategic programs like the “Uzbekistan-2030 Strategy” in shaping the future of education, particularly through initiatives such as the

establishment of Creative Parks, the promotion of multilingual proficiency, and the support for talented youth to study abroad. The study intends to highlight how these reforms contribute to raising a generation of well-rounded individuals equipped with foreign language skills, scientific knowledge, and creative thinking abilities.

Finally, the research aims to explore the alignment of Uzbekistan's higher education system with European standards, including the gradual transition to the ECTS credit-module system and the adoption of international projects such as CLIL, EMI, and STEM. By analyzing these developments, the study seeks to provide insights into how foreign language learning reforms not only enhance academic quality but also strengthen Uzbekistan's integration into the global educational community.

Methodology

This system began to be applied during the process of obtaining international accreditation for the higher education programs of Uzbekistan's HEIs, as well as within the framework of implementing bilateral cooperation agreements with foreign higher education institutions. In this regard, students of the Karakalpakstan Institute of Agriculture and Agro technologies have been given the opportunity to study for a period of 3-6 months, specifically the first semester, in Kazakhstan, Russia, Japan, and a number of European countries during the 2024-2025 academic year, based on academic mobility and the Erasmus+ program. In particular, an agreement with the JD-EAST company has created opportunities for short-term, three-month paid internships at advanced agricultural enterprises in Germany. Based on the agreement, 100 students were sent for internships in 2024, and it is planned to send 200 students by the end of 2025. Additionally, graduates of the institute's bachelor's programs have the opportunity to study at the master's level on a grant basis at foreign higher education institutions that have cooperation agreements.

Extensive cooperation is being carried out between various countries of the world in the economic, cultural, educational, political, and agricultural sectors. Agriculture is considered one of the most important economic sectors worldwide, and special attention is being paid to production, joint projects, solving problems in the agrarian sector, crop cultivation, and improving the English language skills of specialists in the agricultural field. Therefore, in specialized agricultural programs, professionally-oriented English language teaching has further intensified the need to develop professional communication and communicative competence, as well as to learn the relevant vocabulary (agro-terms). In agricultural specializations, conducting scientific research on results-based English language teaching, the practical application of knowledge, improving skills through exercises that develop professional communication and competence, professional development, and enhancing communicative competence is of great importance.

In global foreign language teaching practices, scholars have utilized various approaches for teaching English for Specific Purposes (ESP). These include teaching methods based on different interactions, such as Content and Language Integrated Learning (CLIL), where students learn content and a foreign language simultaneously in an integrated manner. Other methods focus on developing specialized lexical skills in students, such as English-Medium Instruction (EMI), task-based learning, language-based learning, content-based learning, and project-based learning. English language training programs like English for Occupational Purposes (EOP) and English for Academic Purposes (EAP) are of great importance. This demonstrates the relevance of studying international best

practices and conducting scientific research on the development of professional communication. From this perspective, one of the key issues today is to further increase the importance of teaching foreign languages, particularly English, for training competitive personnel in the field, enabling them to master the rich experience of developed countries and strengthen partnerships.

Teaching a foreign language in a non-philological educational context, specifically oriented towards professional and field-specific purposes, has now become an object of specialized research. By the 1960s, a number of scientific studies on teaching English for specific purposes had been conducted, and new teaching methods were developed. Today, specialists are researching the teaching of English in higher educational institutions specializing in agriculture from a new perspective. One of these methods is the creation of a curriculum based on a professionally-oriented model of personal socio-cultural formation. The components of the English language teaching process include “communicativeness, intercultural competence, professional knowledge, professional communication, and professional language”. Modular training programs have been developed to enable students to discuss information, make creative decisions, and achieve a high level of cultural maturity. In other words, efforts are being made to create and use universal multimedia textbooks for language learning for specific purposes. Educational programs aimed at improving the quality of foreign language teaching through mass media, especially the internet, will also be launched. Nevertheless, the issue of enhancing professional competence, one of the main goals of foreign language learning, has not been sufficiently explored as a research object.

Currently, along with developments in all social and economic sectors, the demand for learning English in agriculture is growing. However, there are some obstacles to the use of English in agriculture. According to foreign scholars, “translators do not pay attention to the target needs and knowledge levels of students in the agricultural field, which leads to misunderstandings during the teaching process”. English for Specific Purposes, including its instruction for students specializing in agriculture, has become increasingly important in recent years. English for Specific Purposes courses not only aim to thoroughly prepare students for their future professional activities but also envision their development as globally recognized personnel. According to J.J. Jalolov, a prominent scholar in English language teaching methodology: “The selection, distribution, methodological classification, and presentation of foreign language material are carried out by program developers and textbook authors. The student and the teacher participate and work together in the process of studying/teaching the educational material”.

As I.M. Tuxtasinov notes: “Forming students' interest in learning a foreign language, developing their ability and knowledge to work with dictionaries, definitions, and primary texts, systematizing necessary grammatical materials, correctly understanding professional texts, and developing artistic translation skills are the demands of today”. In H. Basturkmen's view: “A needs analysis in teaching English for specific purposes determines the language and skills used in students' target profession or work and study environments according to their current situation, practical capabilities, and limitations” The scholar divides the types of academic and field-specific English language teaching into general and specific groups. This opinion is quite well founded and can be represented in the following table (Table 1.):

Table 1. H. Basturkmen's Approaches to Teaching Academic and Specific-Purpose English.

Branch	Sub branches	Example
English for Academic purposes (EAP)	English for General Academic Purposes (EGAP)	English for Academic Writing
	English for Specific Academic Purposes (ESAP)	English for Law studies
	English for General Occupational Purposes (EGOP)	English for hospitality industry
English for Specific Occupational Purposes (ESOP)	English for Specific Occupational Purposes (ESOP)	English for hotel receptionists

Analysis

As we can see, each field is divided into groups for teaching English for general and specific purposes. According to foreign methodologists and linguists, professional communication is the ability to communicate effectively within a specific professional field. This includes lexical, grammatical, and pragmatic competencies. It encompasses not only the exchange of verbal information but also processes such as establishing connections, solving problems, consulting, and making decisions. Regarding the concept of professional communication and its application in teaching, the views of foreign scholars T. Hutchinson and A. Waters can be noted. According to their theory, "professional communication is the ability to use language effectively in authentic professional situations (i.e., the ability to practically apply language in real professional contexts). They advocate for an educational approach that considers the needs of each student and aligns the educational process more closely with real professional situations.

In today's interconnected world, agriculture is closely linked with international information, technologies, and markets. Consequently, students studying in this field must not only have a good command of English but also possess professional communication competencies specific to agriculture. The systematic, gradual, and continuous development of these skills is essential. To develop professional communication skills, it is necessary to understand the content of materials dedicated to specific communication areas and contexts from real life. For students in the agricultural field, it is crucial to teach functions such as using vocabulary related to their specialty, obtaining information, asking questions, and preparing reports. For instance, this includes texts and exercises based on real-life agricultural situations like water supply, crop cultivation, animal husbandry, and agribusiness.

Some scholars believe that colleges and universities are not obligated to teach all students the general English used in everyday life or the workplace. Instead, it is argued that students should only learn the specialized English used in particular academic subjects or specific professions. However, how well students understand and use English depends on their reasons for learning it. Furthermore, the importance of proficiency in professional communication and writing has not been sufficiently established. Due to the inadequate English proficiency of first-year students in most non-philological higher education

programs in our republic, teaching a specialized academic or professional language poses considerable difficulties. In this context, teaching English for general professional and academic purposes creates an opportunity to both enhance students' language proficiency levels and prepare them for instruction in specialized academic and professional language. English for General Academic Purposes is the teaching of English for all specializations, which primarily entails developing academic skills, namely grammar and language proficiency, in accordance with scientific methodology. It has been shown that teaching English for Professional-Specific Purposes is more appropriate than teaching English for General Academic Purposes.

According to the foreign scholar B. Humoud, a significant difference has been demonstrated between the specifics of teaching and learning English in the context of vocational education. In such cases, the teaching process must be completely different, as students studying English for Specific Purposes are required to have specific knowledge related to their professional field.

Based on the ideas above, the differences between teaching general English and teaching English for Specific Purposes are divided into distinct groups (Table 2).

Table 2 Distinctive Features of Teaching English for General and Specific Purposes

The Specifics of Teaching General English	Teaching English for Specific Purposes
• Not being tied to a specific field; • Language learners are of various ages; • Diversity of objectives; • Long-term nature of the education; • Not originating from the language learner's specific demands; • Not being oriented towards professional or industry-specific topics; • The majority of language learners are at the beginner level; • The vocabulary is diverse, and grammar is taught systematically; • Utilization of all types of speech activities; • Greater focus on teaching forms of socio-cultural communication.	• Connection to a specialized subject; • The majority of language learners are adults; • Unity of purpose in language learning; • Taught within a short or fixed timeframe; • The necessity of learning English is taken into consideration; • Selection of topics oriented towards a specific field; • Language learners' proficiency level is intermediate or advanced; • The presence of specialized vocabulary and terminology; • Teaching of specialized grammar; • Focus on socio-cultural and professional communication; • Learners possess high motivation.

It is becoming increasingly clear that the quality of foreign language teaching is a key factor in the effectiveness of students' integration and adaptation into foreign higher education institutions and the professional labour market, as well as in the exchange of information and innovations in the field of agricultural science.

Findings and Discussion

The transition to a multi-level model of higher vocational education, while preserving the traditional system of training future specialists, necessitates that the content of foreign language teaching in agricultural higher education institutions be updated. This update should be based on scientific research dedicated to developing professional communication, practical information exchange, and professional communication competencies in accordance with the current state educational standard. A communicative approach implies that the process of teaching a foreign language at a higher educational institution specializing in agriculture must consider and integrate the structure of speech activity in that language and prepare the future specialist for specific professional activities. This includes developing professional skills related to information retrieval, such as reviewing, selecting, sorting, and comparing journal and newspaper articles, books, patents, advertisements, and catalogues with existing information.

Professionally oriented learning also includes a number of requirements, the most typical of which for an agronomist (a specialist in the field of agriculture) are: searching for factual material, familiarizing oneself with this material, and processing new information. Thus, reading is considered a vital form of speech activity, as specialists working in the agricultural sector use the internet to learn about agricultural equipment and tools. To understand the specifics of using agricultural equipment and innovative technologies, the ability to read instructions, supplementary explanations, and texts is required. During their professional careers, reading serves as a tool for meeting students' personal and professional needs. From a professionally-oriented perspective on organizing foreign language instruction at an agricultural university, we can say that learning a foreign language at a university represents a new stage. Students' acquisition of professional communicative ability in a foreign language - comprising their linguistic knowledge, speaking skills, communicative aptitude, and personal qualities - fosters a culture of business and professional interaction in their collaborations. The goal of teaching a foreign language, specifically English, in agricultural universities is the practical mastery of the language by students, in accordance with the requirements of the State Educational Standard for Higher Professional Education. Students must acquire a communicative competence that enables them to use the foreign language in their professional activities and for the purpose of self-education.

For many years, professionally oriented foreign language teaching has been one of the central subjects of methodological research in both domestic and international scholarship. The "English for Occupational Purposes" (EOP) aspect of the "Sector-Oriented Foreign Language" course introduces terminology that is thematically relevant to the fundamentals of a given specialization. Based on this terminology, the following are implemented: teaching listening comprehension of academic speech; developing basic oral communication skills (using materials from the specialization); developing skills in reading specialized literature to obtain professional information; familiarizing students with relevant daily publications in this language (international, national, sectoral, and abstract journals); familiarizing students with sectoral dictionaries and reference materials in this foreign language; teaching students the essential writing skills needed to master the vocabulary and phraseology that reflect the main directions of broad and narrow specializations, prepare theses, and exchange information; familiarizing students with the functional and stylistic heterogeneity of academic speech; and familiarizing students with the fundamentals of abstracting, annotating, and translating specialized literature. In accordance with the program, developing the skills to abstract, annotate, and

translate professionally oriented literature serves, firstly, as a source of information and, secondly, is considered the foundation of professional communication.

However, to determine whether the content of vocationally oriented foreign language teaching in a higher education institution specializing in agriculture is accounted for in modern programs, it is necessary to examine the phenomenon of professional communication among specialists in a foreign language. It has been determined that this is a complex and goal-oriented process of interaction in which several individuals solve production-related tasks within the scope of their professional activities by influencing each other's intellect, positions, behaviour, and feelings. This process takes place under specific social and psychological conditions, namely within certain spheres and potential situations of professional communication in a foreign language. The field of communication, serving as an extra linguistic background, reflects the specifics of the interlocutors' activities, influencing both their speech actions and their choice of linguistic tools. It should also be noted that in the spheres of communication, professional conversation occurs in various situations and is determined by a number of “determinants” of speech behavior, namely, goals, topics, and the nature of the interlocutors. These determinants affect foreign language interactions, specifically the form and content of speech products - texts - in which language serves as a means of communication. Of course, the implementation of these functions is impossible without students possessing the necessary linguistic and worldly knowledge, as well as relevant skills. Furthermore, for successful professional communication, it is essential for students to have the communicative and intellectual skills that ensure the effectiveness of communication.

Thus, taking into account the specifics of professional communication in a foreign language, the curriculum for teaching a foreign language at a higher educational institution with an agricultural focus should include the following components: specific fields, situations, and topics of communication; texts; language and speech knowledge; interpersonal skills; intercultural competence; as well as terms and specialized communication methods widely used in professional activities. This aligns with the principles of ESP (English for Specific Purposes), which necessitates language teaching based on the learners' needs. Specifically, language learning within the framework of EOP (English for Occupational Purposes) should encompass authentic situations, communicative roles, and lexical units necessary for professional activity. Such an approach is based on communicativeness and places the goals, context, and tasks of communication at the centre of language teaching. Students learn not only the language system (grammar, phonetics, vocabulary) but also how to apply it in a professional context. From this perspective, methods such as “task-based learning” (TBL) and “situational learning” (SL) are particularly effective, as they provide opportunities to use the language in a practical context.

In the current era of globalization, students who acquire professional communication skills in a foreign language, especially English, are enabled to become competitive specialists in the international labour market. This research work has thoroughly examined the methodology for effectively teaching the elements of professional communication in English to students in the field of agricultural education. The study analysed the theoretical and methodological foundations of teaching professional communication in English, curricula designed for students in agricultural education, as well as modern interactive methods used in teaching (role-playing, debates, case studies,

and others). The results of practical experience have shown that these methods develop not only students' language skills but also their abilities for systematic thinking, critical reflection, teamwork, and clear expression of their thoughts. The findings of this research will be useful for improving the quality of foreign language teaching in agricultural higher education institutions, for the targeted and systematic training of students in professional communication, and for creating materials that can serve as a methodological and practical guide for instructors. The research contributes to a modern-day re-evaluation of language teaching strategies within the agricultural education system to meet contemporary demands.

Conclusion

The findings of this research, alongside the analysis of current educational reforms, lead to several key conclusions for the improvement of foreign language teaching within the agricultural sector. Primarily, systemic integration proves that the quality of foreign language instruction is a decisive factor in ensuring students' effective adaptation into the global professional labour market and the international exchange of agricultural innovations. This necessitates a significant methodological shift; transitioning to a multi-level model of higher vocational education requires a comprehensive update of ESP (English for Specific Purposes) course content. Rather than focusing solely on general language proficiency, the curriculum must prioritize professional skills such as advanced information retrieval, including the ability to review and analyse patents, catalogues, and specialized journals.

Furthermore, the ultimate goal of teaching English in agricultural universities must transition toward the practical mastery of communicative competence, enabling future specialists to utilize the language for both their professional duties and continuous self-education. The study demonstrates that integrating effective frameworks—such as English for Occupational Purposes (EOP), Content and Language Integrated Learning (CLIL), and Task-Based Learning (TBL)—creates an authentic educational environment essential for mastering specialized agro-terminology. Ultimately, the strategic impact of these interactive methods extends beyond linguistics, as practical experience shows they foster systematic thinking, critical reflection, and teamwork. These findings serve as both a methodological and practical guide for instructors, ensuring that agricultural education meets contemporary global demands.

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