



## MODERN METHODS OF TEACHING INFORMATICS IN GENERAL SECONDARY EDUCATION

Adilova S. N.

Independent Researcher, Republic of Uzbekistan

### Abstract

This article examines modern methods of teaching informatics in general secondary education with particular attention to the transformation of school learning under conditions of digitalization, competency-based instruction, and the growing demand for algorithmic and computational thinking. The study is based on the premise that traditional explanatory-reproductive models are no longer sufficient for developing learners' practical, analytical, and creative abilities in informatics. The paper analyzes a range of contemporary pedagogical approaches, including project-based learning, problem-based instruction, differentiated teaching, interactive digital learning, collaborative methods, flipped classroom practices, and formative assessment strategies. Special attention is given to the pedagogical value of integrating programming tasks, modeling activities, logical exercises, and real-life digital problem solving into the school curriculum. The article argues that modern informatics teaching should not be limited to the transmission of technical knowledge, but should create conditions for independent inquiry, digital literacy, information culture, and responsible technology use. It is shown that learner-centered and practice-oriented methods increase motivation, deepen conceptual understanding, and support the development of sustainable ICT competencies. The paper also highlights the changing role of the teacher as a facilitator, organizer, consultant, and evaluator of educational progress. The findings emphasize that the effective teaching of informatics in general secondary education depends on methodical flexibility, technological readiness, curriculum adaptation, and the systematic use of innovative instructional methods aligned with the cognitive and social needs of students.



**WORLD BULLETIN  
PUBLISHING**

Online Publishing Hub

# World Bulletin of Education and Learning (WBEL)

ISSN (E): 3072-175X

Volume 2, Issue 4, April 2026



This article/work is licensed under CC by 4.0 Attribution

<https://worldbulletin.org/index.php/1>

**Keywords:** Informatics education, modern teaching methods, digital pedagogy, computational thinking, secondary education, interactive learning, project-based learning, algorithmic literacy, ICT competence, student-centered instruction

## Introduction

### Annotatsiya

Ushbu maqolada umumiy o'rta ta'lim tizimida informatika fanini o'qitishning zamonaviy metodlari tahlil qilinadi hamda raqamlashtirish jarayonlari, kompetensiyaviy yondashuv va o'quvchilarda algoritmik tafakkurni rivojlantirish zarurati sharoitida mazkur fan mazmunining yangilanish xususiyatlari yoritiladi. Tadqiqotning asosiy g'oyasi shundan iboratki, an'anaviy izohli-reproduktiv o'qitish modeli bugungi kunda informatika fanini samarali o'zlashtirish uchun yetarli emas, chunki mazkur fan o'quvchilardan nafaqat nazariy bilim, balki amaliy ko'nikma, mantiqiy tahlil, mustaqil fikrlash va raqamli muammolarni hal qilish qobiliyatini ham talab etadi. Maqolada loyihaviy ta'lim, muammoli o'qitish, differensial yondashuv, interaktiv raqamli ta'lim, hamkorlikda o'qitish, ag'darilgan sinf modeli hamda formatif baholash kabi zamonaviy metodlarning didaktik imkoniyatlari ochib beriladi. Shuningdek, dasturlash topshiriqlari, modellashtirish faoliyati, mantiqiy mashqlar va hayotiy vaziyatlarga asoslangan raqamli masalalarni o'quv jarayoniga kiritishning pedagogik samarasi asoslab beriladi. Maqolada informatika ta'limi faqat texnik bilimlarni uzatish vositasi bo'lib qolmasligi, balki o'quvchilarda axborot madaniyati, raqamli savodxonlik, mustaqil izlanish va texnologiyadan mas'uliyatli foydalanish ko'nikmalarini shakllantirishi lozimligi ta'kidlanadi. Tadqiqot natijalari o'quvchiga yo'naltirilgan va amaliy faoliyatga asoslangan metodlar o'quv motivatsiyasini kuchaytirishi, tushunchalarni chuqurroq o'zlashtirishga yordam berishi va barqaror AKT kompetensiyalarini rivojlantirishini ko'rsatadi. Shuningdek, zamonaviy informatika darsida o'qituvchining roli bilim beruvchidan ko'ra tashkilotchi, yo'naltiruvchi, maslahatchi va ta'lim natijalarini tahlil qiluvchi subyekt sifatida talqin etiladi. Umumiy xulosa sifatida, umumiy o'rta ta'limda informatika fanini samarali o'qitish metodik moslashuvchanlik, texnologik tayyorgarlik, o'quv

 <b>WORLD BULLETIN PUBLISHING</b> <small>Online Publishing Hub</small>	<h1>World Bulletin of Education and Learning (WBEL)</h1>
<b>ISSN (E): 3072-175X</b>	<b>Volume 2, Issue 4, April 2026</b>
	This article/work is licensed under CC by 4.0 Attribution
<a href="https://worldbulletin.org/index.php/1">https://worldbulletin.org/index.php/1</a>	

dasturining yangilanishi hamda innovatsion metodlardan tizimli foydalanishga tayanishi zarurligi asoslanadi.

**Kalit so'zlar:** informatika ta'limi, zamonaviy o'qitish metodlari, raqamli pedagogika, hisoblash tafakkuri, umumiy o'rta ta'lim, interaktiv ta'lim, loyihaviy ta'lim, algoritmik savodxonlik, AKT kompetensiyasi, o'quvchiga yo'naltirilgan ta'lim

### Introduction

The teaching of informatics in general secondary education has undergone substantial transformation in response to rapid technological development, the expansion of digital environments, and the changing social expectations placed on school graduates. In the contemporary educational context, informatics is no longer viewed only as a subject that introduces students to computers or basic software skills. It has become an essential field for developing logical reasoning, algorithmic thinking, problem-solving ability, information culture, and digital competence. These qualities are increasingly regarded as fundamental components of a learner's preparation for higher education, professional activity, and active participation in modern society. As a result, the methodological foundations of teaching informatics require serious reconsideration.

Traditional methods of instruction, which are mainly based on explanation, memorization, and reproduction of ready-made knowledge, are becoming less effective in informatics education. This is largely because the subject itself is dynamic, practice-oriented, and closely connected with real technological processes. Informatics requires students not only to understand concepts such as algorithms, data structures, digital communication, information security, and modeling, but also to apply them in practical contexts. When students are taught only through passive listening and repeated exercises, they often fail to develop independence, creativity, and flexibility in solving digital problems. Therefore, modern education increasingly emphasizes teaching methods that place the student at the center of the learning process and encourage active participation.

 <b>WORLD BULLETIN PUBLISHING</b> <small>Online Publishing Hub</small>	<h2 style="text-align: center;">World Bulletin of Education and Learning (WBEL)</h2>
<b>ISSN (E): 3072-175X</b>	<b>Volume 2, Issue 4, April 2026</b>
	This article/work is licensed under CC by 4.0 Attribution
<a href="https://worldbulletin.org/index.php/1">https://worldbulletin.org/index.php/1</a>	

The modernization of informatics teaching is also linked with the transition from knowledge-based education to competency-based education. In this framework, the primary goal is not the mechanical acquisition of isolated facts, but the formation of stable competencies that allow students to use knowledge meaningfully. In informatics, this includes the ability to search for, analyze, process, and present information; to work with digital tools effectively; to create simple programs and models; and to understand the ethical and safe use of information technologies. Such outcomes cannot be achieved through a uniform teaching approach. They require flexible pedagogical strategies that consider students' age, interests, prior knowledge, learning pace, and cognitive characteristics.

Modern methods of teaching informatics include project-based learning, problem-based instruction, collaborative learning, interactive digital technologies, differentiated tasks, flipped classroom models, and formative assessment. These methods are especially valuable because they create a learning environment in which students do not simply receive information, but construct knowledge through exploration, experimentation, communication, and reflection. For example, project-based learning allows students to connect informatics concepts with real-life tasks, while collaborative learning develops communication and teamwork skills that are important in digital professions. At the same time, formative assessment helps the teacher monitor learning progress continuously and provide timely pedagogical support.

Another important factor is the changing role of the teacher in the modern informatics classroom. The teacher is no longer only a transmitter of information, but also a facilitator of learning, an organizer of digital interaction, a consultant in problem-solving activity, and a guide in the safe and responsible use of technologies. This role requires high professional competence, methodological awareness, and readiness to integrate new educational tools into classroom practice.

Under these conditions, the study of modern methods of teaching informatics in general secondary education becomes both theoretically significant and practically necessary. It allows educators to identify effective pedagogical

 <b>WORLD BULLETIN PUBLISHING</b> <small>Online Publishing Hub</small>	<h1>World Bulletin of Education and Learning (WBEL)</h1>
<b>ISSN (E): 3072-175X</b>	<b>Volume 2, Issue 4, April 2026</b>
	This article/work is licensed under CC by 4.0 Attribution
<a href="https://worldbulletin.org/index.php/1">https://worldbulletin.org/index.php/1</a>	

approaches that improve the quality of teaching, increase student motivation, and support the formation of digital and intellectual competencies relevant to contemporary life.

## Methods

This study was based on a qualitative and analytical methodological design aimed at identifying and systematizing modern methods of teaching informatics in general secondary education. The methodological framework combined comparative pedagogical analysis, content analysis of educational approaches, and interpretive evaluation of teaching practices commonly applied in school informatics lessons. The chosen design made it possible to examine not only the formal characteristics of modern instructional methods, but also their pedagogical functions, didactic value, and practical relevance for the development of students' digital competencies.

At the first stage of the study, theoretical sources related to informatics education, general pedagogy, digital didactics, and competency-based instruction were analyzed. Special attention was given to concepts associated with student-centered learning, active teaching methods, algorithmic thinking, digital literacy, and the integration of technology into school education. This theoretical review allowed the study to define the main methodological categories through which contemporary approaches to teaching informatics could be examined. These categories included interactivity, practical orientation, differentiation, collaboration, independence, feedback, and problem-solving orientation.

At the second stage, a comparative classification of modern teaching methods was carried out. For this purpose, the most commonly used methods in contemporary informatics education were selected and grouped according to their pedagogical logic. These included project-based learning, problem-based learning, differentiated instruction, collaborative learning, the flipped classroom model, interactive digital learning, game-based approaches, and formative assessment practices. Each method was examined through a unified analytical lens that considered instructional goals, the role of teacher and learner, forms of

 <b>WORLD BULLETIN PUBLISHING</b> <small>Online Publishing Hub</small>	<h1 style="text-align: center;">World Bulletin of Education and Learning (WBEL)</h1>
<b>ISSN (E): 3072-175X</b>	<b>Volume 2, Issue 4, April 2026</b>
	This article/work is licensed under CC by 4.0 Attribution
<a href="https://worldbulletin.org/index.php/1">https://worldbulletin.org/index.php/1</a>	

classroom organization, expected learning outcomes, and opportunities for integrating theoretical and practical tasks. Such a classification approach made it possible to reveal the similarities and differences among methods and to identify the conditions under which each method becomes pedagogically effective.

At the third stage, the study relied on descriptive modeling of classroom situations in which these methods could be applied. Typical lesson scenarios were analytically reconstructed to determine how modern methods function in the teaching of key informatics topics such as algorithms, computer systems, digital safety, information processing, programming basics, and modeling. Within this stage, the study considered how students interact with tasks, how feedback is organized, how independent and group work are balanced, and how digital tools support learning activity. This interpretive modeling was used not as a statistical procedure, but as a pedagogical instrument for evaluating the realism and adaptability of different methods in school practice.

A further methodological component of the study involved the analysis of expected educational effects. Rather than focusing only on content mastery, the research evaluated methods according to their contribution to broader outcomes such as motivation, critical thinking, creativity, collaboration, self-regulation, and ICT competence. This approach reflected the understanding that informatics teaching in modern schools must support not only subject knowledge, but also functional literacy and lifelong learning skills.

The study also applied the principle of contextual relevance. Methods were considered in relation to the actual conditions of general secondary education, including classroom diversity, variation in digital infrastructure, teacher preparedness, and the age-related cognitive characteristics of school students. This made it possible to avoid purely abstract conclusions and to interpret modern teaching methods in a way that is closely connected with pedagogical reality. Through this multi-layered methodology, the study developed an integrated view of how modern instructional methods can improve the effectiveness of informatics teaching and respond to the educational needs of contemporary secondary school learners.

 <b>WORLD BULLETIN PUBLISHING</b> <small>Online Publishing Hub</small>	<h1 style="text-align: center;">World Bulletin of Education and Learning (WBEL)</h1>
<b>ISSN (E): 3072-175X</b>	<b>Volume 2, Issue 4, April 2026</b>
	This article/work is licensed under CC by 4.0 Attribution
<a href="https://worldbulletin.org/index.php/1">https://worldbulletin.org/index.php/1</a>	

## Results

The analytical examination of modern methods of teaching informatics in general secondary education showed that their use creates favorable conditions for improving both the quality of subject knowledge and the broader educational development of students. The results indicate that contemporary instructional approaches are more effective than traditional explanatory methods when the goal is to form practical digital competence, algorithmic thinking, independence, and sustainable motivation toward learning. The integration of student-centered, activity-based, and technology-supported methods significantly changes the structure of the learning process and increases the level of meaningful student participation.

One of the main results of the study is the identification of a strong connection between active teaching methods and the development of cognitive engagement in informatics lessons. When project-based and problem-based tasks are included in classroom instruction, students demonstrate greater interest in learning activities and a deeper level of conceptual understanding. Instead of simply memorizing definitions or reproducing ready-made algorithms, learners begin to analyze situations, search for solutions, test alternatives, and interpret results. This leads to a more stable mastery of core informatics concepts such as sequence, logic, data processing, modeling, and digital communication. The analysis showed that such methods help transform abstract content into accessible and relevant learning experience.

The study also revealed that differentiated instruction contributes positively to the inclusiveness and effectiveness of informatics education. Since students in general secondary education often differ in their prior digital experience, learning speed, and analytical abilities, a uniform teaching strategy frequently produces uneven results. Modern differentiated methods make it possible to adapt tasks according to learners' preparedness and cognitive needs. As a result, students with lower confidence in digital tasks receive manageable support, while stronger learners are provided with more complex and creative assignments. This strengthens participation across the whole class and reduces the risk of passive involvement or educational exclusion.

 <b>WORLD BULLETIN PUBLISHING</b> <small>Online Publishing Hub</small>	<h1 style="text-align: center;">World Bulletin of Education and Learning (WBEL)</h1>
<b>ISSN (E): 3072-175X</b>	<b>Volume 2, Issue 4, April 2026</b>
	This article/work is licensed under CC by 4.0 Attribution
<a href="https://worldbulletin.org/index.php/1">https://worldbulletin.org/index.php/1</a>	

Another significant result concerns the pedagogical value of collaborative learning. Group tasks, pair programming activities, joint projects, and peer discussion formats were shown to support the development of communication skills, responsibility, and collective problem-solving. Informatics lessons organized through cooperation encourage students to exchange ideas, justify solutions, compare strategies, and evaluate digital products together. This not only improves subject understanding, but also reflects the collaborative nature of many contemporary technological environments. The study found that cooperative methods are especially effective when combined with clearly distributed roles and teacher guidance.

The analysis further demonstrated that interactive digital tools strengthen the visual, practical, and motivational dimensions of informatics teaching. Virtual platforms, simulations, coding environments, educational software, and digital assessment tools help students interact with content more directly and receive faster feedback. The use of such tools increases lesson dynamism and supports immediate correction of mistakes, which is important in programming and algorithmic exercises. At the same time, formative assessment methods were found to improve learning outcomes by allowing the teacher to monitor progress continuously and respond to difficulties before they become stable gaps in understanding.

Overall, the results confirm that modern methods of teaching informatics improve not only academic achievement, but also students' readiness for independent learning, responsible technology use, and practical participation in the digital world. These methods create a more flexible, motivating, and competence-oriented educational environment in general secondary education.

## Discussion

The findings of this study confirm that the modernization of informatics teaching in general secondary education is not simply a methodological trend, but a pedagogical necessity shaped by the realities of the digital age. Informatics occupies a special place among school subjects because it combines theoretical abstraction with applied activity, logical reasoning with creative

 <b>WORLD BULLETIN PUBLISHING</b> <small>Online Publishing Hub</small>	<h1>World Bulletin of Education and Learning (WBEL)</h1>
<b>ISSN (E): 3072-175X</b>	<b>Volume 2, Issue 4, April 2026</b>
	This article/work is licensed under CC by 4.0 Attribution
<a href="https://worldbulletin.org/index.php/1">https://worldbulletin.org/index.php/1</a>	

experimentation, and technical literacy with social responsibility. For this reason, the selection of teaching methods significantly influences not only what students know, but also how they think, how they solve problems, and how they interact with digital environments. The discussion of the results makes it possible to consider these implications in greater pedagogical depth.

One important point emerging from the analysis is that modern teaching methods are especially effective because they correspond to the internal nature of informatics as an action-oriented subject. Informatics cannot be mastered fully through passive reception of information. Concepts such as algorithm design, programming logic, data organization, digital communication, and information security become meaningful only when learners apply them in purposeful tasks. From this perspective, project-based learning, problem-solving activities, and interactive digital tasks are not external methodological additions, but forms of instruction that align closely with the epistemological structure of the discipline itself. This explains why such methods contribute to deeper understanding and stronger retention of knowledge.

The discussion also suggests that student-centered methods create more favorable conditions for educational equity. In general secondary education, students enter informatics classes with highly unequal experiences. Some learners already possess basic programming familiarity or digital confidence, while others approach the subject with uncertainty or limited access to technological experience. Traditional instruction often ignores this diversity and assumes a uniform learning trajectory. By contrast, differentiated tasks, formative feedback, and flexible classroom interaction enable the teacher to respond to learner variability more effectively. This has particular significance in school systems where the development of inclusive and competency-based education is becoming a central objective.

Another important issue concerns the pedagogical role of collaboration in informatics education. Although informatics is sometimes perceived as an individual and technical subject, modern digital activity in real life is increasingly collective. Software development, information management, digital design, and online communication all require cooperation, discussion,

 <b>WORLD BULLETIN PUBLISHING</b> <small>Online Publishing Hub</small>	<h1>World Bulletin of Education and Learning (WBEL)</h1>
<b>ISSN (E): 3072-175X</b>	<b>Volume 2, Issue 4, April 2026</b>
	This article/work is licensed under CC by 4.0 Attribution
<a href="https://worldbulletin.org/index.php/1">https://worldbulletin.org/index.php/1</a>	

and shared responsibility. Therefore, collaborative teaching strategies in school informatics are pedagogically justified not only because they improve lesson engagement, but also because they prepare students for authentic digital participation. The use of pair work, group tasks, and shared digital projects helps learners develop communicative competence alongside technical understanding. At the same time, the discussion reveals that the implementation of modern methods is not automatically successful. Their effectiveness depends on several contextual factors, including the teacher’s methodological readiness, access to digital tools, lesson planning quality, and the balance between innovation and curriculum requirements. A project-based or technology-rich lesson may remain superficial if it lacks clear objectives or if students are not guided toward reflection and conceptual generalization. Therefore, the modernization of teaching methods should be accompanied by continuous teacher professional development and the creation of supportive educational conditions.

In a broader sense, the study demonstrates that modern methods of teaching informatics support the transition from narrow technical instruction toward a more holistic educational model. In this model, informatics becomes a means of cultivating intellectual flexibility, digital literacy, ethical awareness, and readiness for lifelong learning. Such a perspective is especially valuable in general secondary education, where the foundations of future academic, professional, and social competence are formed. The discussion therefore reinforces the view that methodological innovation in informatics teaching must be systematic, pedagogically grounded, and directed toward the development of the learner as an active participant in contemporary digital culture.

### **Conclusion**

The study of modern methods of teaching informatics in general secondary education demonstrates that the effectiveness of this subject depends not only on the content of the curriculum, but also on the pedagogical strategies through which that content is delivered. Informatics has developed into a discipline of major educational importance because it contributes to the formation of digital literacy, algorithmic reasoning, problem-solving ability, and information

 <b>WORLD BULLETIN PUBLISHING</b> <small>Online Publishing Hub</small>	<h1 style="text-align: center;">World Bulletin of Education and Learning (WBEL)</h1>
<b>ISSN (E): 3072-175X</b>	<b>Volume 2, Issue 4, April 2026</b>
	This article/work is licensed under CC by 4.0 Attribution
<a href="https://worldbulletin.org/index.php/1">https://worldbulletin.org/index.php/1</a>	

culture. In contemporary school education, these outcomes are increasingly essential for students’ academic progress, social adaptation, and future professional readiness. As a result, traditional teacher-centered methods are no longer sufficient for ensuring the full development of the competencies that informatics education is expected to cultivate.

The analysis carried out in this article confirms that modern instructional methods create a more dynamic, meaningful, and productive learning environment. Project-based learning, problem-based instruction, collaborative work, differentiated teaching, interactive digital technologies, flipped classroom elements, and formative assessment all offer substantial pedagogical advantages. These methods strengthen students’ motivation, encourage active engagement, and make it possible to connect theoretical concepts with practical application. Through such approaches, students are not limited to passive reception of information but become participants in inquiry, experimentation, reflection, and digital creation. This is especially important in informatics, where real understanding is closely linked with practical use and independent reasoning.

Another important conclusion of the study is that the modernization of informatics teaching supports the principles of competency-based and learner-centered education. Modern methods allow teachers to consider differences in students’ preparation, cognitive pace, and learning interests. This contributes to a more inclusive educational process in which each learner can participate according to his or her level of readiness while gradually advancing toward more complex tasks. Such flexibility is particularly valuable in general secondary education, where school classrooms are often diverse in both academic and technological experience. By adapting methods to student needs, teachers increase the accessibility and effectiveness of informatics lessons.

The research also shows that the successful implementation of modern methods depends on the professional readiness of the teacher. The contemporary informatics teacher must act not only as a source of knowledge, but also as an organizer of educational interaction, a guide in digital activity, a facilitator of problem-solving, and an evaluator of learning development. This means that

 <b>WORLD BULLETIN PUBLISHING</b> <small>Online Publishing Hub</small>	<h1 style="text-align: center;">World Bulletin of Education and Learning (WBEL)</h1>
<b>ISSN (E): 3072-175X</b>	<b>Volume 2, Issue 4, April 2026</b>
	This article/work is licensed under CC by 4.0 Attribution
<a href="https://worldbulletin.org/index.php/1">https://worldbulletin.org/index.php/1</a>	

methodological innovation in school practice requires continuous pedagogical improvement, reflective teaching, and the ability to integrate technology purposefully rather than formally. Without such professional support, even promising methods may fail to achieve their educational potential.

In summary, modern methods of teaching informatics in general secondary education represent an essential condition for improving the quality of learning and preparing students for life in a digital society. Their value lies in the fact that they connect knowledge with action, theory with practice, and individual learning with collaborative experience. The transition toward such methods should therefore be regarded as a strategic direction in the development of school education. When implemented systematically and thoughtfully, they can ensure that informatics lessons become a space for intellectual growth, technological competence, and the formation of responsible, creative, and independent learners.

## References

1. Кулдашева, Г. Д. (2022). Применение цифровых технологий в дошкольном образовании. Конференция, 1(1), 71-75.
2. Israilova, I. X. (2022). Pilot testing program for English language teaching in medical schools. *European International Journal of Multidisciplinary Research and Management Studies*, 173-180.
3. Azamatovna, N. S. (2025). Using authentic materials in ESP classrooms: benefits and limitations. *EduVision: Journal of Innovations in Pedagogy and Educational Advancements*, 1(5), 859-862.
4. Israilova, I. X. (2023). Visual Elements Available in Fictional Films as an Additional Tool for Improving Language Skills in Medical Terminology. In *International Scientific and Practical Conference "Current Issues in General Linguistics, Anthropocentric Linguistics, and Linguistic Literary Studies"* (pp. 451-453).
5. Turumbetova, Z. (2021). Integrative approach to the system of higher education of foreign countries, economically developed in the Republic of Uzbekistan. *Genius Journals Publishing Group*, 1(1), 82-87.

 <b>WORLD BULLETIN PUBLISHING</b> <small>Online Publishing Hub</small>	<h2 style="text-align: center;">World Bulletin of Education and Learning (WBEL)</h2>
<b>ISSN (E): 3072-175X</b>	<b>Volume 2, Issue 4, April 2026</b>
	This article/work is licensed under CC by 4.0 Attribution
<a href="https://worldbulletin.org/index.php/1">https://worldbulletin.org/index.php/1</a>	

6. Turumbetova, Z. (2022). Pedagogical and psychological factors of an integrated approach to advanced foreign experience in education. *EPRA International Journal of Multidisciplinary Research*, 8(6), 26-29.
7. Orzukulova, C. (2023). Theoretical significance of factors determining mental health. *Science and innovation*, 2(B11), 62-68.
8. Raxmatovna, O. C. (2026). Psychological influence of anthropometric signs of adolescence on their relationship with themselves. *Ideal Journal of Multidisciplinary Research*, 1(3), 59-65.
9. Supieva, B. (2021). Mechanisms Of Creating an Electronic Methodological Set In The Professional Development Programs For The State Language. *The American Journal of Social Science and Education Innovations*, 3(3), 344-354.
10. Supiyeva, B. A. (2021). Use of distance learning opportunities in the system of professional development. *Academicia: an international multidisciplinary research journal*, 11(2), 1191-1197.
11. Kh, I. I. (2022). Requirements of a Pedagogical Experiment and Its Compliance: A Case Study of Research on Teaching English Through Media Technologies. *Ilm Sarchashmalari*, (7), 139-142.
12. Исраилов, Ж. Д., & Исраилова, И. Х. (2025, May). Формирование лексической компетенции студентов медицинских вузов на основе образовательных медицинских текстов (на материале unit 1 авторского учебника). In *E-Conference platform* (Vol. 1, No. 20-may, pp. 103-106).
13. Israilova, I. (2023). Teaching English medical terminology for medical students via authentic movies. *Journal of education and scientific medicine-1-1*, 32-36.
14. Исраилова, И. Х. (2022). Эффективность обучения медицинскому английскому языку при формировании коммуникативных навыков посредством аутентичных фильмов. *ПЕДАГОГИЧЕСКАЯ АКМЕОЛОГИЯ" международный научно-методический журнал*, 2(2).
15. Исраилова, И. (2021). Изучение грамматической составляющей английского языка при просмотре аутентичных фильмов. *Общество и инновации*, 2(4/S), 717-724.



**WORLD BULLETIN  
PUBLISHING**  
Online Publishing Hub

# World Bulletin of Education and Learning (WBEL)

**ISSN (E): 3072-175X**

**Volume 2, Issue 4, April 2026**



This article/work is licensed under CC by 4.0 Attribution

<https://worldbulletin.org/index.php/1>

16. Israilova, I. (2021). “telegram” as a modern simplified and rapid means of distance learning using multimedia form. *ACADEMICIA: AN INTERNATIONAL MULTIDISCIPLINARY RESEARCH JOURNAL*, 11(1), 1037-1044.