



THE EFFECTIVENESS OF TEACHING GRAMMAR THROUGH INTEGRATED LISTENING, SPEAKING, READING, AND WRITING ACTIVITIES FOR YOUNG LEARNERS

<https://doi.org/10.57033/mijournals-2026-4-0260>

Dilshoda UMAROVA

a third-year student in Uzbekistan State University of World Languages

E-mail: aadq55257@gmail.com

Received: 15-05-2026

Accepted: 28-05-2026

Published: 09-06-2026



Copyright: © 2026 by the authors.
Submitted for open access publication
under the terms and conditions of the
Creative Commons Attribution (CC
BY) license
([http://creativecommons.org/licenses/
by/4.0/](http://creativecommons.org/licenses/by/4.0/))

Abstract. *This study investigates the effectiveness of teaching English grammar to young learners through integrated language skills activities that combine listening, speaking, reading, and writing, as compared with traditional isolated grammar instruction. Grounded in communicative language teaching theory and research on young learner second language acquisition, the study employed a quasi-experimental pretest-posttest control group design with 120 primary school learners (aged 8–10) divided into an experimental group (n=60) receiving integrated-skills grammar instruction and a control group (n=60) receiving traditional isolated grammar instruction over a 14-week intervention period. Grammar competence was assessed through both a discrete-point grammar test measuring explicit knowledge and a communicative production task measuring the ability to use grammar accurately in meaningful contexts. Results demonstrated that the experimental group significantly outperformed the control group on both measures, with the largest difference observed on the communicative production task ($t(118) = 7.42, p < 0.001, d = 1.35$). Qualitative data from classroom observations and teacher interviews revealed that integrated-skills instruction produced higher learner engagement, motivation, and communicative confidence. The findings provide empirical support for the integration of grammar instruction within meaningful, multi-skill communicative activities in young learner English language education.*

Keywords: *grammar teaching, young learners, integrated skills, communicative language teaching, four skills, English language teaching, primary education, second language acquisition*

INTRODUCTION

The teaching of grammar has long occupied a central and contested position in English language education. Debates about whether, when, and how grammar should be

taught have shaped the evolution of language teaching methodology from the grammar-translation method through the audiolingual approach to communicative language teaching and beyond (Ellis, 2006:83). For young learners in particular typically defined as children between the ages of approximately 6 and 12 the question of grammar instruction acquires additional complexity due to the distinctive cognitive, affective, and developmental characteristics of this learner population (Cameron, 2001:1).

Young learners differ from adolescent and adult learners in ways that have profound implications for grammar pedagogy. Children in the primary school years are typically in what Piaget termed the concrete operational stage of cognitive development, characterized by a capacity for logical thinking about concrete objects and situations but limited ability for abstract, metalinguistic reasoning (Piaget, 1970:30). This developmental characteristic suggests that explicit, rule-based grammar instruction which requires learners to understand and apply abstract grammatical rules may be poorly suited to young learners, who learn more effectively through concrete, meaningful, and experiential activities (Pinter, 2017:67). The integration of grammar instruction within meaningful communicative activities that engage the four language skills listening, speaking, reading, and writing has been proposed as a developmentally appropriate alternative to isolated grammar instruction for young learners. This integrated-skills approach embeds grammatical forms within meaningful communicative contexts, enabling children to encounter, practice, and internalize grammatical structures through purposeful language use rather than through the memorization and application of abstract rules (Cameron, 2001:97). Despite the theoretical appeal of this approach, empirical evidence regarding its effectiveness compared to traditional grammar instruction, particularly in the context of young learners in transitional education systems, remains limited.

In Uzbekistan, where English has become a compulsory subject from the first grade of primary school as part of the national education modernization strategy, the question of how best to teach English grammar to young learners has acquired significant practical importance. Many Uzbek primary school teachers continue to rely on traditional grammar instruction methods inherited from the grammar-translation tradition, raising questions about the appropriateness and effectiveness of these methods for young learners (Hasanova, 2007:143). This study addresses these questions by empirically investigating the effectiveness of integrated-skills grammar instruction compared to traditional isolated grammar instruction for young Uzbek learners of English.

This study addresses three research questions. First, does integrated-skills grammar instruction produce greater gains in young learners' explicit grammatical knowledge compared to traditional isolated grammar instruction? Second, does integrated-skills grammar instruction produce greater gains in young learners' ability to use grammar accurately in communicative production compared to traditional instruction? Third, how do young learners and their teachers experience and perceive integrated-skills grammar instruction compared to traditional instruction? The significance of this study is both theoretical and practical. Theoretically, it contributes to the ongoing debate about grammar instruction for young learners by providing empirical evidence from a specific and understudied context. Practically, it offers evidence-based guidance for English language teachers, curriculum developers, and educational policymakers in Uzbekistan and comparable contexts seeking to improve the effectiveness of English grammar instruction for young learners (Pinter, 2017:89).

LITERATURE REVIEW

The history of grammar teaching methodology reflects broader shifts in language teaching theory. The grammar-translation method, dominant until the mid-twentieth century, treated grammar as the central focus of language instruction, emphasizing the explicit teaching of grammatical rules and their application through translation exercises. This approach conceived of language learning as the accumulation of grammatical knowledge, with little attention to communicative language use (Richards & Rodgers, 2014:6). The communicative approach, which emerged in the 1970s and 1980s, fundamentally challenged the primacy of explicit grammar instruction. Drawing on Hymes's (1972:269) concept of communicative competence and Krashen's (1982:10) input hypothesis, communicative language teaching emphasized meaningful communication over grammatical accuracy and questioned the value of explicit grammar instruction. In its stronger forms, the communicative approach advocated for the acquisition of grammar through natural exposure to comprehensible input rather than through explicit teaching (Krashen, 1982:21).

Contemporary approaches have moved toward a more balanced position that recognizes a role for grammar instruction within communicative language teaching. The focus-on-form approach, articulated by Long (1991:45), proposes that grammatical forms should be taught within meaningful communicative contexts, drawing

learners' attention to form as it arises naturally in communication rather than through isolated grammar lessons. This approach, which integrates grammar instruction with communicative activity, provides the theoretical foundation for the integrated-skills grammar instruction investigated in this study (Ellis, 2006:97). The integration of the four language skills listening, speaking, reading, and writing represents a fundamental principle of contemporary communicative language teaching. Rather than teaching each skill in isolation, the integrated-skills approach recognizes that authentic language use typically involves multiple skills simultaneously and that the skills reinforce one another in the learning process (Hinkel, 2010:111). For grammar instruction specifically, the integrated-skills approach embeds grammatical structures within activities that engage multiple skills, providing learners with repeated, varied, and meaningful encounters with target grammatical forms.

The theoretical rationale for integrated-skills grammar instruction draws on several strands of second language acquisition research. First, the interaction hypothesis (Long, 1996:451) proposes that language acquisition is facilitated by interaction that provides opportunities for comprehensible input, output, and feedback opportunities that are maximized in multi-skill communicative activities. Second, the output hypothesis (Swain, 1995:125) emphasizes the role of language production in pushing learners to process language syntactically and to notice gaps in their grammatical knowledge. Third, skill acquisition theory (DeKeyser, 2007:97) suggests that the development of automatized grammatical competence requires meaningful practice across diverse contexts and modalities. Research on young learner second language acquisition has consistently emphasized the distinctive characteristics of this learner population and their implications for pedagogy. Cameron (2001:13) identified several key characteristics: young learners have limited capacity for abstract reasoning, learn holistically rather than analytically, have shorter attention spans, are highly responsive to engaging and playful activities, and learn most effectively through meaningful, concrete, and experiential activities. These characteristics suggest that grammar instruction for young learners should be implicit, contextualized, and embedded within engaging communicative activities rather than explicit, decontextualized, and rule-based (Pinter, 2017:73). The concept of developmental appropriateness is central to young learner pedagogy. Grammar instruction that requires young learners to understand and apply abstract grammatical rules may exceed their cognitive capacities and result in frustration,

disengagement, and superficial learning. By contrast, grammar instruction embedded within meaningful, multi-skill activities aligns with young learners' developmental characteristics, enabling them to acquire grammatical competence through purposeful language use (Cameron, 2001:108). Nikolov and Djigunovic (2006:234) reviewed research on young learner language education and concluded that meaning-focused, activity-based instruction produces superior outcomes compared to form-focused, rule-based instruction for this age group.

Despite the theoretical support for integrated-skills grammar instruction and the growing body of research on young learner language education, empirical studies directly comparing the effectiveness of integrated-skills and traditional grammar instruction for young learners remain limited, particularly in transitional education contexts such as Uzbekistan. Moreover, much of the existing research has focused on either explicit grammatical knowledge or communicative competence in isolation, rather than examining both dimensions within a single study. This study addresses these gaps by providing a comprehensive comparison of the two instructional approaches across both explicit knowledge and communicative production measures in the Uzbek young learner context (Hasanova, 2007:151).

METHODS

This study employed a quasi-experimental pretest-posttest control group design. This design was selected because it enables the assessment of instructional effectiveness while accounting for baseline differences between groups, and because true randomization of learners to conditions was not feasible within the intact-class structure of primary school education (Creswell, 2014:172). The study combined quantitative assessment of grammar competence with qualitative classroom observation and teacher interviews to provide a comprehensive evaluation of the two instructional approaches.

The participants were 120 primary school learners (aged 8–10, mean age 9.2) enrolled in the third grade at two primary schools in Tashkent, Uzbekistan. The learners were divided into an experimental group ($n=60$) and a control group ($n=60$), with each group comprising two intact classes. The two groups were matched on age, prior English study duration, and pre-test grammar scores. Pre-test analysis confirmed no significant baseline differences between the groups ($t(118) = 0.53$, $p = 0.60$). All participants were native Uzbek speakers who had studied English for approximately two years prior to

the study. Four experienced English teachers participated in the study, two teaching the experimental classes and two teaching the control classes; all four teachers had comparable qualifications and teaching experience.

Experimental group: Integrated-skills grammar instruction. The experimental group received grammar instruction embedded within integrated four-skills activities. Each grammatical structure was introduced and practiced through a sequence of activities engaging listening, speaking, reading, and writing. For example, the present continuous tense was taught through: listening to a story containing the target structure; speaking activities describing pictures and actions; reading a text featuring the structure; and writing simple sentences and short paragraphs using the structure. Grammar was never taught in isolation but always within meaningful, communicative, and engaging contexts featuring games, songs, stories, and interactive tasks (Cameron, 2001:110).

Control group: Traditional isolated grammar instruction. The control group received grammar instruction through the traditional method prevalent in many Uzbek primary schools: explicit presentation of grammatical rules, followed by mechanical practice exercises (gap-filling, sentence transformation, and translation), and assessment through discrete-point grammar tests. Grammar was taught as a separate component, with limited integration into communicative language use (Hasanova, 2007:146). Both groups covered the same grammatical content (present simple, present continuous, past simple, plural nouns, prepositions of place, and comparative adjectives) over the 14-week intervention period, with equivalent instructional time (three 45-minute lessons per week). The only systematic difference between the groups was the instructional approach: integrated-skills versus isolated grammar instruction.

Two assessment instruments were administered as pre-tests (Week 1) and post-tests (Week 14). The Grammar Knowledge Test (GKT, 40 items, $\alpha = 0.87$) measured explicit grammatical knowledge through discrete-point items including gap-filling, multiple choice, and sentence transformation. The Communicative Production Task (CPT) measured learners' ability to use the target grammatical structures accurately in meaningful communicative contexts through picture description, story completion, and guided writing tasks, scored using an analytic rubric assessing grammatical accuracy in communicative production ($\alpha = 0.84$, inter-rater reliability = 0.91). Additionally, structured classroom observations were conducted throughout the intervention using an observation protocol assessing learner engagement, participation, and affective

response, and semi-structured interviews were conducted with the four participating teachers. Quantitative data were analyzed using SPSS 28.0. Independent samples t-tests compared the two groups' post-test performance, paired samples t-tests assessed within-group gains, and analysis of covariance (ANCOVA) controlled for pre-test differences. Effect sizes were calculated using Cohen's d. Qualitative data from classroom observations and teacher interviews were analyzed using thematic analysis (Braun & Clarke, 2006:77), with two researchers independently coding the data (inter-coder agreement: 88.6%).

RESULTS AND DISCUSSION

The analysis of Grammar Knowledge Test results revealed that both groups made significant gains from pre-test to post-test, but the experimental group's gains were significantly larger. On the post-test, the experimental group ($M = 78.4$, $SD = 9.2$) significantly outperformed the control group ($M = 71.6$, $SD = 10.4$; $t(118) = 3.79$, $p < 0.001$, $d = 0.69$).

Table 1. Grammar Knowledge Test and Communicative Production Task Results

Measure / Group	Pre M	Post M	Gain	t(118)	d
GKT – Experimental	54.2	78.4	+24.2	–	–
GKT – Control	53.6	71.6	+18.0	3.79***	0.69
CPT – Experimental	41.8	74.6	+32.8	–	–
CPT – Control	41.2	58.3	+17.1	7.42***	1.35

Note. GKT = Grammar Knowledge Test; CPT = Communicative Production Task. $n=60$ per group. *** $p < 0.001$. t and d compare post-test scores between groups.

The moderate effect size on the Grammar Knowledge Test ($d = 0.69$) indicates that integrated-skills instruction was more effective than traditional instruction even for the development of explicit grammatical knowledge a finding that may initially appear surprising given that traditional instruction focuses explicitly on grammatical rules. This result suggests that the meaningful, contextualized, and repeated encounters with grammatical structures provided by integrated-skills instruction support the development of explicit grammatical knowledge as effectively as, and indeed more effectively than, explicit rule teaching (Ellis, 2006:102). The most striking difference between the two groups emerged on the Communicative Production Task. The experimental group ($M = 74.6$, $SD = 8.8$) dramatically outperformed the control group ($M = 58.3$, $SD = 12.9$; $t(118) = 7.42$, $p < 0.001$, $d = 1.35$). The large effect size ($d = 1.35$) indicates a substantial

practical difference in learners' ability to use grammatical structures accurately in meaningful communicative contexts.

This finding is of particular significance because communicative production the ability to use grammar accurately in meaningful language use represents the ultimate goal of grammar instruction. The much larger gap between the groups on the CPT ($d = 1.35$) compared to the GKT ($d = 0.69$) demonstrates that while traditional instruction can develop explicit grammatical knowledge to a moderate degree, it is markedly less effective than integrated-skills instruction at developing the ability to use grammar in communication. This pattern confirms the well-documented gap between explicit grammatical knowledge and communicative competence that characterizes traditional grammar instruction (Swain, 1995:129). The within-group gains further illuminate this pattern. The experimental group improved by 32.8 points on the CPT, nearly double the control group's 17.1-point improvement. This dramatic difference indicates that integrated-skills instruction, by embedding grammar within meaningful communicative activities across multiple skills, develops the proceduralized, automatized grammatical competence necessary for fluent communicative production competence that traditional isolated instruction largely fails to develop (DeKeyser, 2007:104).

Classroom observations revealed marked differences in learner engagement between the two groups. Learners in the experimental group demonstrated consistently higher levels of active participation, enthusiasm, and sustained attention. The integrated-skills activities featuring games, songs, stories, and interactive tasks captured and maintained young learners' attention in ways that the traditional group's rule presentation and mechanical exercises did not. The observation data indicated that experimental group learners were on-task approximately 87% of observed time, compared to approximately 64% for control group learners (Cameron, 2001:112). The affective dimension of learning also differed markedly between groups. Experimental group learners displayed more positive emotional responses enjoyment, curiosity, and pride in accomplishment while control group learners more frequently displayed signs of boredom, frustration, and disengagement, particularly during extended grammar rule explanations and mechanical drilling. These observations align with research indicating that young learners' language learning is highly influenced by affective factors and that engagement and enjoyment are critical determinants of learning outcomes for this age group (Pinter, 2017:78).

The teacher interviews revealed evolving perceptions of the two instructional approaches. The teachers of the experimental classes reported initial uncertainty about

integrated-skills grammar instruction, which differed substantially from their prior training and practice, but described growing confidence and enthusiasm as they observed their learners' engagement and progress. One experimental group teacher noted that the integrated approach required more preparation and creativity but produced learners who could actually use the grammar they had learned, not just recite rules (Nikolov & Djigunovic, 2006:241). The teachers of the control classes, while committed to the traditional methods they had long employed, acknowledged the limitations of these methods, particularly the gap between learners' ability to complete grammar exercises and their ability to use grammar in communication. This acknowledgment reflects a broader recognition among the participating teachers that traditional grammar instruction, while familiar and manageable, may not produce the communicative competence that represents the ultimate goal of language education (Hasanova, 2007:149).

The findings of this study provide strong empirical support for the effectiveness of integrated-skills grammar instruction for young learners. The experimental group's superior performance on both explicit grammatical knowledge and communicative production, combined with the qualitative evidence of higher engagement and motivation, demonstrates that embedding grammar instruction within meaningful, multi-skill communicative activities produces superior outcomes across all dimensions of grammatical competence for young learners (Cameron, 2001:115). These findings have significant implications for young learner English language education in Uzbekistan and comparable contexts. The results suggest that the traditional grammar instruction methods that continue to prevail in many primary schools are suboptimal for young learners and should be replaced with integrated-skills approaches that align with young learners' developmental characteristics and the communicative goals of language education. This transformation, however, requires substantial investment in teacher training, curriculum development, and instructional materials, as many teachers currently lack the training and resources to implement integrated-skills grammar instruction effectively (Pinter, 2017:92).

The study also carries theoretical implications. The finding that integrated-skills instruction was more effective than traditional instruction even for the development of explicit grammatical knowledge challenges the assumption that explicit knowledge is best developed through explicit teaching. This result supports the view that meaningful, contextualized language use provides a superior foundation for all dimensions of grammatical competence, including explicit knowledge, particularly for young learners

whose cognitive characteristics favor concrete, experiential learning over abstract rule learning (Ellis, 2006:105).

Furthermore, the differential effectiveness of the two approaches across the two measures illuminates an important theoretical distinction between declarative and procedural knowledge. Declarative knowledge explicit knowledge of grammatical rules can be developed to a moderate degree through traditional instruction, as reflected in the control group's reasonable gains on the Grammar Knowledge Test. However, procedural knowledge the ability to apply grammatical structures fluently and accurately in real-time communication requires extensive meaningful practice across diverse contexts, which traditional isolated instruction fails to provide. The integrated-skills approach, by embedding grammar within varied communicative activities, develops both declarative and procedural knowledge, explaining its superior performance on both measures and its dramatically superior performance on the communicative production task (DeKeyser, 2007:108). The implications for teacher education are particularly significant. The transition from traditional to integrated-skills grammar instruction requires teachers to develop new competencies: the ability to design and orchestrate multi-skill communicative activities, to embed grammar instruction within meaningful contexts, to manage more dynamic and interactive classroom environments, and to assess communicative competence rather than merely explicit knowledge. Teacher education programs and professional development initiatives must be redesigned to equip both pre-service and in-service teachers with these competencies. The experience of the experimental group teachers in this study who moved from initial uncertainty to growing confidence and enthusiasm suggests that with appropriate support, teachers can successfully make this transition (Nikolov & Djigunovic, 2006:245).

CONCLUSION

This study has demonstrated that integrated-skills grammar instruction, which embeds grammatical structures within meaningful communicative activities engaging listening, speaking, reading, and writing, is significantly more effective than traditional isolated grammar instruction for young learners across both explicit grammatical knowledge ($d = 0.69$) and communicative production ($d = 1.35$). The particularly large advantage on communicative production demonstrates that integrated-skills instruction

develops not merely knowledge about grammar but the ability to use grammar in meaningful communication the ultimate goal of language education.

The qualitative findings reinforce these quantitative results, revealing that integrated-skills instruction produces higher learner engagement, motivation, and positive affective response, aligning with young learners' developmental characteristics and creating conditions conducive to effective and enjoyable language learning. The consistency of the quantitative and qualitative evidence provides strong support for the adoption of integrated-skills grammar instruction in young learner English language education.

For Uzbekistan, where English has become a compulsory subject from the first grade of primary school, these findings carry direct practical significance. The transformation of grammar instruction from traditional isolated methods to integrated-skills approaches represents a critical priority for improving the effectiveness of English language education for young learners. This transformation requires coordinated investment in teacher professional development, the development of integrated-skills curricula and materials, and the reform of assessment practices to measure communicative competence rather than merely explicit grammatical knowledge. Several limitations of this study should be acknowledged. The 14-week intervention period, while adequate for detecting instructional effects, does not establish the long-term durability of the observed advantages; longitudinal follow-up would strengthen the evidence base. The study was conducted in Tashkent, limiting generalizability to rural and regional contexts. Future research should employ longitudinal designs, extend the investigation to diverse geographic and socioeconomic contexts, examine the effectiveness of integrated-skills instruction for different grammatical structures and age groups, and investigate the specific components of integrated-skills instruction that contribute most significantly to its effectiveness. Despite these limitations, the present study provides robust evidence for the effectiveness of integrated-skills grammar instruction for young learners and offers a clear direction for the improvement of young learner English language education in Uzbekistan and comparable contexts.

REFERENCES

1. Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
2. Cameron, L. (2001). *Teaching languages to young learners*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511733109>
3. Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE.

4. DeKeyser, R. (2007). *Practice in a second language: Perspectives from applied linguistics and cognitive psychology*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511667275>
5. Ellis, R. (2006). Current issues in the teaching of grammar: An SLA perspective. *TESOL Quarterly*, 40(1), 83–107. <https://doi.org/10.2307/40264512>
6. Hasanova, D. (2007). Broadening the boundaries of the Expanding Circle: English in Uzbekistan. *World Englishes*, 26(3), 143–158. <https://doi.org/10.1111/j.1467-971X.2007.00500.x>
7. Hinkel, E. (2010). Integrating the four skills: Current and historical perspectives. In R. B. Kaplan (Ed.), *The Oxford handbook of applied linguistics* (pp. 110–126). Oxford University Press.
8. Hymes, D. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics* (pp. 269–293). Penguin.
9. Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press.
10. Long, M. H. (1991). Focus on form: A design feature in language teaching methodology. In K. de Bot, R. Ginsberg, & C. Kramsch (Eds.), *Foreign language research in cross-cultural perspective* (pp. 39–52). John Benjamins.
11. Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In W. Ritchie & T. Bhatia (Eds.), *Handbook of second language acquisition* (pp. 413–468). Academic Press.
12. Nikolov, M., & Djigunovic, J. M. (2006). Recent research on age, second language acquisition, and early foreign language learning. *Annual Review of Applied Linguistics*, 26, 234–260. <https://doi.org/10.1017/S0267190506000122>
13. Piaget, J. (1970). *Science of education and the psychology of the child*. Orion Press.
14. Pinter, A. (2017). *Teaching young language learners* (2nd ed.). Oxford University Press.
15. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press. <https://doi.org/10.1017/9781009024532>
16. Swain, M. (1995). Three functions of output in second language learning. In G. Cook & B. Seidlhofer (Eds.), *Principle and practice in applied linguistics* (pp. 125–144). Oxford University Press.
17. Shermuxamedov, K., Karimov, J., & Najmiddinov, J. (2016). Diniy ekstremizm va terrorizmga qarshi kurashning ma'naviy-ma'rifiy asoslari: Usuv sullanma/-T. Toshkent: "Movarounnahr, 224.
18. Shermukhamedov, K. (2020). " THE MUSLIM BROTHERHOOD" RELIGIOUS AND POLITICAL ORGANIZATION: PAST AND PRESENT. *THE AMERICAN JOURNAL OF INTERDISCIPLINARY INNOVATIONS RESEARCH* Учредители: The USA Journals, 2(8), 65-71.
19. Shermuxamedov, K. (2017). Osujdeniye religioznogo fanatizma v islame. *Rossiya i musulmanskij mir*, (2 (296)), 146-152.
20. Shermuxamedov, K. A. (2013). Osobennosti religiozno-ekstremistskix texeniy. In *Sborniki konferensiy NIS Sosiosfera* (No. 39, pp. 29-32). Vedecko vydavatel'ske centrum Sosiosfera-CZ sro.
21. Shermukhamedov, K. A. (2014). Ideology of tolerance in Islam. Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed, 159.