



INTEGRATING MODERN INTENSIVE METHODS FOR TEACHING SPEAKING

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Annotation. The provided article integrating technology into English language teaching opens doors to innovative and engaging learning experiences. One practical approach involves embracing blended learning, where in-class instruction is supplemented by online resources. For instance, educators can assign online reading materials, interactive grammar exercises, and virtual language labs for independent practice, while reserving classroom time for collaborative discussions and speaking activities.

Key words: *Language proficiency, skills, knowledge, to combine pleasant.*

Academic research has shown that there is no single best method for all situations, and no one teaching method is inherently superior to another. Furthermore, it is not always possible or appropriate to use the same method for all learners, as their goals, environments, and learning needs vary. The most appropriate method must be chosen based on the learner's specific goals, learning style, and context. English teaching methods have evolved rapidly, particularly over the last 40 years. As a language learner, training manager, or teacher, you must be familiar with the various methods and techniques in order to navigate the market, make informed decisions, and enjoy language learning more fully. Each teaching method, which frequently employs specific techniques and materials in a particular order

Intensive methods of teaching foreign languages are becoming more and more popular nowadays. Intensive teaching methods are a set of methods of teaching a foreign language. In methodology, intensive methods are considered as a peculiar system of teaching, which differs in a number of characteristics from the existing, called traditional, methods. The goals of intensive methods are aimed at achieving the greatest amount of digestible material in a short period of time. The content of training includes acquiring a set of skills, skills and knowledge, which are sufficient to carry out activities in a particular sphere of communication.

They are based on the following methodological principles:





The principle of collective interaction. This principle unites the goals of education and training in the conditions of a unified educational process. Learning in groups contributes to the manifestation of additional socio-psychological motives for learning in the learner, forms in the educational collective a certain psychological atmosphere in which the learners have opportunities to meet the most important socio-psychological needs of people: respect, recognition, interest on the part of people who surround him. All this additionally stimulates the cognitive activity of trainees.

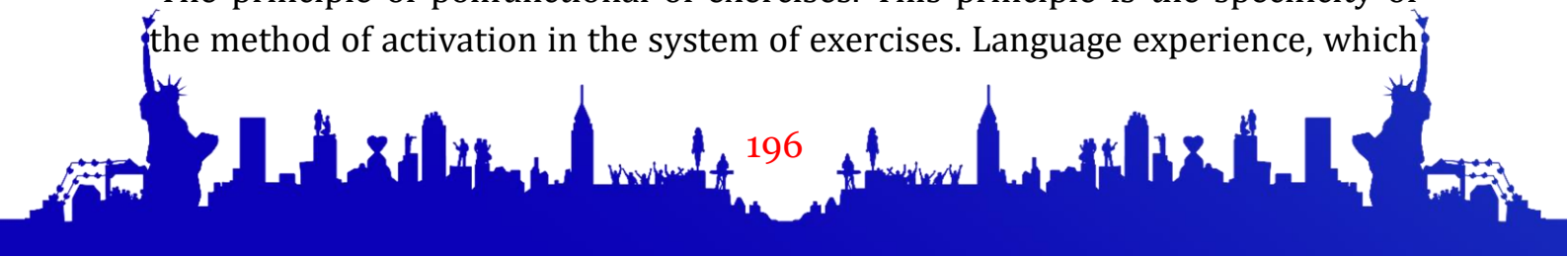
2. The principle of personality-oriented communication. In the process of communication any learner is both exposed and influencing. Under such conditions, the formation of personality is conditioned by the attitude of people to each other, their communication.

Language proficiency is, first of all, the ability to participate in real communication. The system of concepts in which communication can be described contains the concept of "roles". Communication is transformed into a properly motivated, creative process. In this case, the learner does not imitate activity, but "possesses" the motive of activity, i.e. performs motivated speech acts. In intensive foreign language teaching, personal-speech communication is the basis for the construction of the learning and cognitive process.

The principle of role organization of the teaching and learning process. Role-based communication implies both learning, speech and game activities at the same time. If from the student's position role communication is a game, then from the teacher's side it is the main form of organization of the learning process. According to the idea, the central educational text for students is a polylogue, and students themselves are co-participants in the actions described in it. This is how one of the methods of non-directive regulation of the behavior of a student in a group can be implemented.

At the initial stage of training, the capacious volume of educational material makes it possible to organize situations very close to actual communication already at the first lesson, which guarantees the highest motivation for learning, as if bringing the outcome of training closer to its source. The specific organization of the learning process determines the concentration in the organization of educational material, which is manifested, in particular, in the variety of types and forms of work, in the high "density of communication", etc.

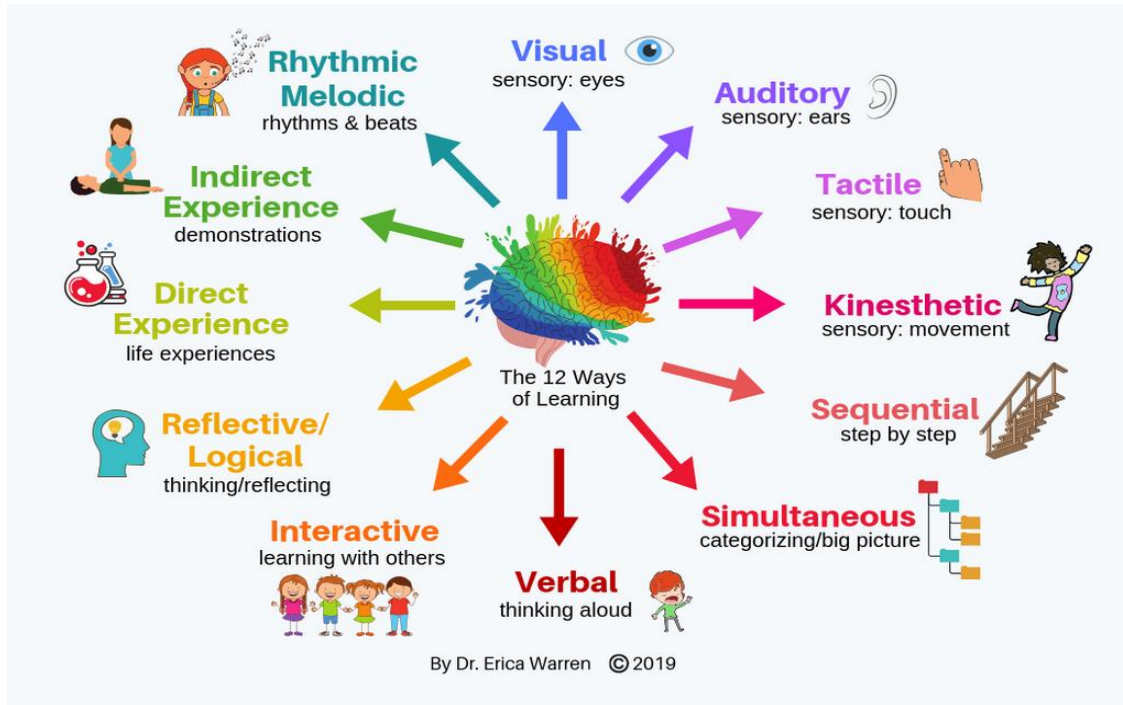
The principle of polifunctional of exercises. This principle is the specificity of the method of activation in the system of exercises. Language experience, which





was formed in non-speech conditions, is not capable of transfer and is fragile. Therefore, the productive is such an approach to teaching, when parallel and simultaneous mastering of speech activity and language material is carried out.

Picture-1. The ways of learning.



All teaching methods, and intensive methods in particular, have one main goal - to teach communicative competence (the ability to establish and maintain contact with other people), i.e. the communicative approach in teaching a foreign language is realized, but under conditions of strict time limitation.

It is important to say that the use of intensive methods in secondary schools can be difficult for several reasons. These include, for example, the technical problems associated with the difficulty of setting up a dedicated classroom and the lack of a trained specialist. A room for such classes should be equipped with appropriate lighting, soft chairs arranged in a semicircle, two tape recorders, a projector, etc. It would be very difficult for a general education school to technically equip this type of room.

Therefore, for secondary schools, it is more appropriate to speak about the integration of elements of intensive methods into the process of teaching foreign languages.

The aim of this kind of physical activity is to combine pleasant and useful, i.e. active recreation and subconscious memorization of various rhymes, joking verses, etc. During a physical activity, students not only perform a number of physical exercises, but also comment on them in English, accompanied by facial expressions and gestures, saying special rhymes, often funny and ridiculous,





which only enhances the effect of their involuntary memorization. The fact that the teacher also performs the exercises additionally motivates the students for motor and speech activity.

Exercise 1: "Foreign Language Physical Exercise Minute".

Come on, everybody,

Stand up, stand!

Stamp your feet

And clap your hands!

Come on, everybody,

Sit down, sit!

Clap your hands

And stamp your feet!

Intensive language teaching methods are an engaging and productive way to teach. Learning a language in an informal and relaxed setting, while completing tasks whose content and form are of great interest to the students, helps to develop the students' interest in learning the language and culture of the learnt language. There are many different methods of teaching languages today, each with its own set of advantages and disadvantages. Each has advantages and disadvantages. A foreign language teacher's primary responsibility is to select the best method for each of his students.

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