



## PRINCIPLES OF INTENSIVE LANGUAGE LEARNING

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**Abstract:** *This article provides a qualitative analysis of the theoretical foundations, practical applications and effects of intensive language learning methods on learning, the methods of achieving effective support in a short time using the intensive process, organizational methods of the lesson and ways to develop the motivation of language learners are considered. The article emphasizes the role of modern technologies, interactive methods and individual enterprises.*

**Keywords:** *intensive training, language learning, language competence, practical methods, motivation, interactive methods, rapid learning*

Knowledge of languages necessary for globalization has become a necessary necessity for modern man. in the process of learning a language in a short time, intensive language learning methods are gaining experience. This study will cover the methods of intensive development, trial and application.

Intensive language learning is a method of obtaining a large amount of knowledge in a short time, which includes daily and active training. Through such a light, the learner quickly enters the language environment and enters into active communication.

A foreign language teaching method is understood as a set of teacher and educational processes that provide access to practical, general educational, educational and developmental means of teaching a foreign language. The term method is used in the meanings of “set of teaching methods” and “direction of education”. In the first sense, in the theory of education, the process is used in the



sense of methods, while in the second sense, we can find it in works on the history of educational methodology. For example, the translation method of teaching a foreign language, the direct method, the cognitive-comparative method, the traditional method, the intensive method, etc.

Much of the success in language learning depends on the internal motivation and confidence of the learner. The ability to set goals, set goals and appreciate success is a great enterprise.

Mobile applications, online lessons, and language programs based on artificial intelligence make intensive training more effective. Through them, independent and continuous training can be conducted.

The current development of education is leading to the development of innovative pedagogy in new directions. In this process, it is necessary to think about the content of the concept of “innovation”. “Innovation” is borrowed from English and means “the introduction or dissemination of newness”. Innovation was deeply studied by the American scientist E. Rogers from a social and psychological perspective. In his work, he analyzed the processes of implementing innovations, the characteristics of participants, and their attitude to innovations.

In the scientific field, the concepts of “innovation” and “innovation” are different from each other. “Innovation” means a new style, method, methodology or technology, while “innovation” is an integral development process associated with the implementation of innovation in practice at certain stages of the educational process. Today, achievements in the field of world science are also having an impact on our country. Modern innovative technologies are increasingly penetrating our lives.

Phenomena in nature and society are interconnected and continue to develop continuously. The phrase “foreign language methodology” evokes in the human mind a system of methods and techniques aimed at teaching a language, as well as



an independent pedagogical discipline. This methodology was formed and is developing in close connection with didactics.

The theory of teaching all subjects is based on didactics, which serves as a scientific basis. The methodology of teaching a foreign language is also built on didactic principles. Didactics represents the general theory of education, methodology - the method of teaching a particular subject, linguodidactics - the general theory of teaching languages, and linguomethodology represents the science of teaching a particular language. The term “method” means the method of teacher and student activity that serves to form knowledge, skills and competence in students. This concept is widely used in various interpretations.

Communicative didactics is a new educational approach that defines the main directions in teaching foreign languages and is aimed at teaching students to communicate. This method occupies an important place in the methodology of teaching foreign languages.

Communicative didactics includes:

- Open and flexible lesson structure;
- Priority attention to the topic and content;
- Conversation and group work as the main form of the lesson;
- Ensuring the active participation of students and encouraging them to use the language freely and creatively;
- Emphasis on exercises that move from comprehension to expression;
- The importance of using visual materials in interpreting meaning and organizing tasks;
- Learning the language through communication in real-life situations, i.e., through everyday conversations;
- Teaching the understanding of original texts along with the oral use of the language.



In addition, English teaching methodology consists of guides, methods, and strategies that allow the learning of language knowledge through the organization of lessons, lectures, and exercises. Through these methodologies, an assimilationist, interactive, and practice-oriented environment is created for students during language learning. The following guidelines provide general methods and recommendations for teaching English:

**Setting goals:** The teacher should determine the main objectives of the lesson and the desired level of language knowledge of the students. This will help in compiling lessons and teaching materials.

**Interactivity and communication:** Active interactivity and communication should be carried out between students within the framework of the basic principles of language learning. Conversations, role-playing, partner work and group exercises are useful in this regard.

**Context-based lectures:** It is important for the teacher to structure lectures based on the basic communicative abilities of his students. This can be done by using a variety of language skills, examples, pictures and graphs. **Practice-oriented reading and writing exercises:** Students should use practice-oriented exercises in the reading and writing processes. This requires independent use of sentences, guides and additional materials.

**Listening and listening:** An important part of language learning is working on listening and listening skills. The teacher should develop these skills by teaching lectures and listening sessions that strengthen students' listening.

In the educational process, it is advisable to use various teaching techniques to help students learn the language independently. For example, independent learning is activated through tasks such as translation, sentence correction, and text rewriting.

**Enhancing students' enthusiasm for learning:** Students can be further activated by arousing their interest in language learning during the lesson,



encouraging them, and recognizing their achievements. These methods play an important role in increasing their level of knowledge.

**Proper organization of the curriculum and indicators:** In order to effectively organize the language learning process, it is necessary to plan the order of lessons and activities. The sequence of topics, lesson schedules, and defined indicators provide students with direction and help them study systematically.

**Assessment of achievements:** By assessing students' achievements in the language, showing and encouraging their successes, self-awareness and motivation for independent learning can be increased.

**Application of the communicative method:** Through a practical and communicative approach, students acquire language in a natural way. In this method, students' expressive abilities are developed through systematic work on grammatical and lexical knowledge.

**Audiolingual method** - this method is mainly aimed at developing listening, speaking and writing skills in language teaching. Students are introduced to real-life situations through dialogues, and they repeat sentences based on various audio and additional materials. This method teaches students to speak clearly and fluently after listening through intensive training.

**The structural method** is based on the mastery of grammatical structures and rules in language teaching. Students analyze sentences, deeply understand grammar, and acquire the skills of constructing correct sentences from words. Practical exercises and various external materials are widely used in this process.

Through external resources and online platforms, students can use a wide range of materials such as textbooks, interactive exercises, audio and video lessons. These platforms allow students to work independently at a convenient time for them.

**Immersion method** - in this approach, language teaching is carried out through everyday communication, writing, listening and speaking processes.



Students naturally master grammar, apply rules based on text, and learn the language more deeply through written work.

In general, these methods are selected according to the needs of each group or student. The most important aspect is to maintain students' interest in learning the language and their internal motivation, because this is what plays a major role in the success of the learning process. Also, the expression intercultural dialogue is now widely used in foreign language teaching methodology. We can use this concept in various contexts. In fact: Intercultural dialogue is a communication-information of representatives of different cultures about their social origin, mentality, national character, lifestyle, traditions, value system, etc. In this process, it is necessary to educate and develop students in the spirit of respect, patience and correct understanding of the culture of the country being studied. Each foreign language lesson is a cultural crossroads, an intercultural dialogue practice. Because each foreign language word in this process reflects the life and culture of a foreign country. The task of teachers is to develop the communicative and communicative abilities of pupils and students. To do this, it is necessary to master new teaching methods aimed at developing the four speech activities in a foreign language, as well as textbooks that teach people how to communicate effectively.<sup>1</sup>

For a teacher to successfully perform his/her work, not only subject, pedagogical and psychological knowledge, but also another special feature - communication skills and competencies are certainly necessary. A person begins to acquire communication skills from infancy. However, not everyone can establish communication to the required level after growing up. The teaching profession, by its nature, is one of the "human-human" professions, and therefore the ability to communicate is one of the leading, professionally important skills for a teacher. Depending on the teacher's communication and interaction with students,

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<sup>1</sup> Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.





children's interest in the subject, and therefore, their learning motivations, are formed. The method of pedagogical communication affects the students' knowledge of the subject, the effectiveness of skills, and the culture of interpersonal relationships, and creates a unique moral and psychological climate in the educational process. Communication is an important condition for the socialization of a person. In this regard, it is necessary to know what pedagogical communication actually is. Pedagogical communication is a mutual cooperation between a teacher and a student, which is based on the exchange of information, primarily educational information, and helps to understand the pedagogical communication partner, as well as to carry out mutual cooperation activities. In this case, information is conveyed both verbally, that is, through speech, and non-verbally. In the process of pedagogical communication, the teacher should play a key role and be an example for students. This is assessed by his communicative culture. The communicative culture of a teacher is a professional-pedagogical communication with the subjects of his educational process. The necessary level of communicative culture can be defined as the one in which the teacher can positively perceive his students and colleagues and unconditionally ensure the achievement of educational and upbringing goals. The social significance of communicative culture is that a teacher who possesses it can create a positive psychological climate in the relationships between all subjects of the educational process, implementing important principles of modernization of education - humanism and democratization.

Learning a foreign language is a multifaceted teaching, in which a person undergoes complex psychological changes. In particular, a process of comparing the native language with the foreign language occurs. Various teaching methods and technologies are used in this process. Using modern pedagogical technologies, teaching a foreign language by comparing the native language with the foreign language gives effective results. Teaching a foreign language requires knowledge



of its methodology. Methodology and technologies play an important role in the process of learning a foreign language. There are various methods of methodological science in organizing a lesson. The methods widely used in foreign language teaching methodology are: the method of communicative didactics, the method of organizing intercultural dialogue, and the method of organizing exercises. All three methods are closely related and complement each other. Since the science of methodology is related to the science of didactics, communication is based on it during the study of a foreign language, and the method of communicative didactics is formed. In the process of applying the communicative didactics method, the teacher's method of forming intercultural dialogue is also formed. As a result of learning a foreign language, the culture of another country is also mastered. In foreign language teaching, the “technique of organizing exercises” is of great importance for acquiring the necessary knowledge.

One of the main requirements for teaching foreign languages using Internet resources is to create interaction in the lesson, which is usually called interactivity in the methodology. Interactivity is “the unification, coordination and complementation of efforts in the communicative goal and result using speech tools”.

By teaching a real language, the Internet helps to form speech abilities and skills, and also ensures sincere interest in teaching vocabulary and grammar, and therefore efficiency. Interactivity not only creates real-life situations, but also forces students to respond adequately to them in a foreign language. One of the technologies that provide student-centered learning is the project method as a way to develop creativity, cognitive activity and independence. The typology of projects is diverse. Projects can be divided into monoprosjects, collective, oral, specific, written and Internet projects.

Conclusion, Intensive language learning is one of the effective methods that meets modern requirements, which includes a methodological approach,





motivational factors and technological tools. Programs built on the basis of these principles guarantee high results for both the language teacher and the learner.

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