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INTENSIVE IN TEACHING ENGLISH CHARACTERISTICS OF APPLICATION OF METHODS

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ABSTRACT

The article highlights the concepts of the essence of the use of intensive methods of teaching English in general secondary schools. As you know, "On Education" and "On the National Training Program"3 The laws also set the task of training highly qualified specialists in our country who can meet the requirements of world standards. Much has changed since British researchers introduced a ridiculous language called "English into New Worlds" 400 years ago. During the 2010-2020 academic year, pedagogical experiment - test stages and its final type were conducted. Pedagogical experiments - tests In secondary schools No. 11 and 13 in Termez, classes 5a, 6a, 7a were selected as experimental, 5b, 6b, 7b as control classes.

KEYWORDS: *School, Non-Traditional Teaching, Innovation, Strategy, Teaching, Student, Science, Education, Upbringing, Knowledge, System, Quality, Efficiency.*

INTRODUCTION

Educating and educating young people has always been one of the top priorities of any state. In the same way, in our country, such cases are always in the focus of attention of our leaders.

The Action Strategy on the five priority areas of development of the Republic of Uzbekistan, adopted on the direct initiative and under the leadership of the President of the Republic of Uzbekistan Sh.M. Mirziyoyev, has launched a new stage of development in the republic. The

practical results of this process are reflected today in all spheres of our lives, and most importantly, in the minds, aspirations and actions of our people.

Particular attention is paid to the improvement of the education system, which is one of the priorities of the fourth strategy of action - the development of the social sphere.¹ In his speeches and conversations at various meetings, the head of our state stressed the need to raise the issues of upbringing a harmoniously developed generation and a healthy lifestyle for young people.

¹Decree of the President of the Republic of Uzbekistan "On the strategy of further development of the Republic of Uzbekistan". Tashkent, February 7, 2017. PF-4947.

As the President said: "If we do not bring up our children properly, if we are not aware of their behavior and mood every day, every minute, if we do not teach them science and profession, if we do not find a decent job, this deposit will be rich. We can give it away"².

As you know, "On Education" and "On the National Training Program"³ The laws also set the task of training highly qualified specialists in our country who can meet the requirements of world standards. In particular, the goal of the National Program of Personnel Training is to radically reform the education system, to completely rid it of the ideological views and deviations of the past, to develop a national system of training qualified personnel at the level of developed democracies. is to create.

The modern education system is a single purposeful process of education and upbringing. It is also the variability, as well as individualization, of the knowledge, skills, values, functions, experiences and skills acquired and implemented. If we turn to the pedagogical dictionary, we find the following definition: "Education is an integral part of society and at the same time a product of social development." This means that education is constantly evolving and must always meet the goals and objectives that society shapes.

In the recent past, the teaching of English has focused mainly on grammar. It took a lot of time to read and translate texts, and sometimes to memorize "topics" and write dictation to revive the monotony, and this process is hard work. Today, the main supply in the language market is formed depending on consumer demand.

According to SG Ter-Minasova, a leading specialist in linguistics and methods of teaching foreign languages, "Today, as a result of functionalization of language teaching and integration processes, the study of foreign languages, especially English, has become even more important.

²Mirziyoyev Sh. Let's work together for the fate and future of our country. // "People's speech", June 16, 2017.

³Laws of the Republic of Uzbekistan "On Education" and "On the National Training Program". – T.: "Sharq", 1997

But modern language learners are not interested in the history of language or its theory. English became necessary for them to meet their vital needs"[1, 27].

Modern teaching methods are widely used in the educational process of the educational institution. The use of modern teaching methods leads to high efficiency in the teaching process. When choosing teaching methods, it is advisable to choose each lesson based on the didactic task [2, 39].

Education and upbringing of a harmoniously developed generation and training of qualified personnel depend in many respects on the teacher-educator. A qualified teacher is a responsible person who has high professional skills, knowledge and skills, can use information and communication technologies, purposefully uses educational technologies in teaching, responds to the content and quality of teaching. Enrichment of training sessions with methods that activate learners depends on the level of their mastery leads to the rise of This requires a rational organization of the teaching process, increasing the interest of students in the learning process by the teacher and constantly encouraging their active participation in the learning process [3, 10-12].

In his work, the author emphasizes that the teacher in the modern lesson is not the only dominant source of information, but, as K. Rojeres (USA) emphasizes, it should be a facilitator, that is, a condition that facilitates independent learning of students, creating favorable conditions for them [4, 103].

The author has learned that the grammatical differences between the British and American versions of English are very small and insignificant in phonetic, lexical, and other terms. Much has changed since British researchers introduced a ridiculous language called “English into New Worlds” 400 years ago. The misleading part is the richness of vocabulary, and the same English words have a special meaning in the United States [5, 187-188].

This literature identifies modern methods of teaching English, which are widely used today in higher education institutions of the country, non-governmental educational institutions, comparative analysis of fundamental, linguistic, sociocultural, communicative methods, their role and importance in the educational process [6, 100].

In the first phase of our research in secondary schools, it was found that increasing students' interest in the science of English during the study of systematic program materials gives effective results.

During the 2010-2020 academic year, pedagogical experiment - test stages and its final type were conducted. Pedagogical experiments - tests In secondary schools No. 11 and 13 in Termez, classes 5a, 6a, 7a were selected as experimental, 5b, 6b, 7b as control classes.

The results in the basic experimental classes (5a, 6a, 7a classes experiment, 5b, 6b, 7b classes control) of the general education schools where the experimental training was conducted were compared with the results obtained from the control classes.

366 students took part in the experimental work: 180 students in experimental classes and 186 students in control classes.

Classes were conducted by teachers of English in secondary schools on the basis of methodological developments of the dissertation.

A comparative analysis of the results of the substantiating and concluding stages was conducted to study the final level of activity of the experimental and control class students.

Based on the experimental work and the results obtained, we came to the following conclusions:

1. The model developed for the development of English language science fully confirms the hypothesis we put forward.

2. Criteria for the effectiveness of the development of English language science in accordance with the developed model and didactic conditions.

3. Based on the conducted experimental work, the following results were noted on the criteria a) cognitive criterion - the level of knowledge of students in English is as follows: in experimental classes: quality indicator - 28.75% and 36.45% each; mastering rate - from 70.84% to 100%; average score - increased from 3.2 to 4.05; in control classes: quality indicator - from 24.55% to 30.28%; mastering rate - from 69.25% to 98%; the average score increased from 3.00 to 3.95 (see Table 1).

TABLE-1 THE LEVEL OF DEVELOPMENT OF KNOWLEDGE OF ENGLISH IN EXPERIMENTAL AND CONTROL CLASSES

Academic year	Experimental class			Control class		
	Quality indicator, %	Assimilation indicator, %	Average score	Quality indicator, %	Assimilation indicator, %	Average score
2019-2020	28,75	70,84	3,2	24,55	69,9	3,0
2020-2021	36,45	100	4,05	30,28	98	3,95

b) need-motivation criterion - the level of development of value orientation in students was distributed as follows: in the experimental class: the high level increased from 17.7% to 21.6% (3.9%); the average level increased from 69.6% to 71.9% (2.3%); low levels decreased from 12.7% to 6.6 (6.1%); in the control class: the high level increased from 13.5% to 17.1% (3.6%); the average level decreased from 69.3% to 68.5% (0.8%); the low level decreased from 17.1% to 14.3 (2.8%) (see Table 2).

TABLE-2 LEVEL OF DEVELOPMENT OF INTEREST IN ENGLISH SCIENCE IN EXPERIMENTAL AND CONTROL CLASSES

Academic year	Experimental class			Control class		
	High, %	Medium, %	Low, %	High, %	Medium, %	Low, %
2019-2020	17,7	69,6	12,7	13,5	69,3	17,1
2020-2021	21,6	71,9	6,6	17,1	68,5	14,3

c) operational-practical criterion - substantiated experimental work development of professionally significant qualities compared to the results the level ranged from 3.33 points to 4.65 points (1.32) in experimental class students points), in control class students from 3.27 points to 3.51 points (0.24points) increased (see Table 3).

TABLE-3 A COMPARATIVE RESULT OF THE LEVEL OF DEVELOPMENT OF PROFESSIONALLY SIGNIFICANT QUALITIES IN EXPERIMENTAL AND CONTROL CLASSES

Academic year	Experimental class	Control class
2019-2020	3,33	3,27
2020-2021	4,65	3,51

Thus, a significant increase in experimental class results was observed compared with the control class.

The analysis of the quality of knowledge, skills and competencies was carried out using evaluation criteria: the quality of mastery, the transition to automation, the completeness of scientific and conceptual mastery.

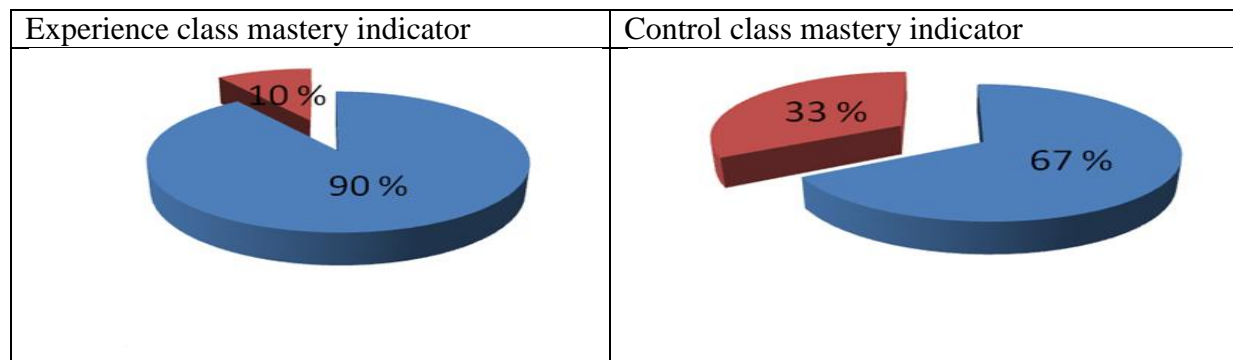
The above criteria are based on the coefficient of efficiency, the essence of which is suddenly exceeded in the situation under consideration, which once again confirms the effectiveness of the introduced areas of study in relation to their contemporaries.

The effectiveness of the developed directions of teaching optimization was evaluated using the Student t-criterion, and the results of the research showed that they were statistically significant and not random.

In the experimental and control classes conducted at Termez Secondary School No. 11, the mastery rate was 67% in the control classes, while in the experimental test classes this figure was 90% (see Table 4).

TABLE-4 TERMEZ CITY 11TH GRADE STUDENTS HAVE MASTERED ENGLISH IN EXPERIMENTAL AND CONTROL CLASSES

Classes	Experimental test class (class A)					Control class (class B)				
	Number of students	Good rating	Average grade	Low prices	Assimilation, %	Number of students	Good rating	Average grade	Low prices	Effort, %
5	33	26	3	4	84	28	9	8	11	60,7
6	27	20	5	2	92,5	29	10	9	10	65,5
7	25	19	4	2	92,0	31	13	10	8	74,1
Total:	85	65	12	8	90,0	88	32	27	29	67,0



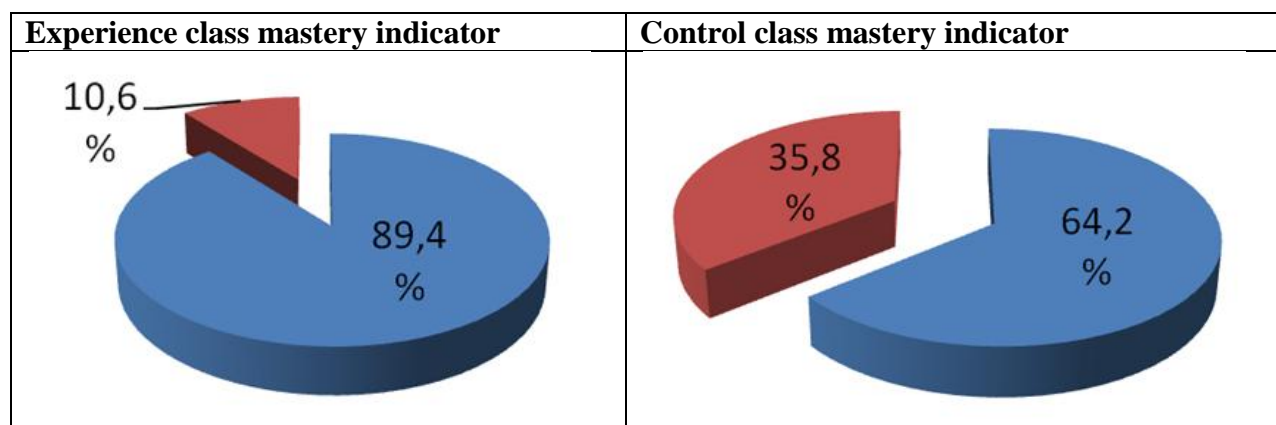
■ an indicator of what has been mastered in the experimental test class. ■ mastered in the control class.

■ an indicator of mastery in the experimental test class. ■ not mastered in the control class.

In the experimental test and control classes conducted at Termez Secondary School No. 13, the mastery rate was 64.2% in the control classes, while in the experimental test classes this figure was 89.4% (see Table 5).

TABLE-5 TERMEZ CITY 13TH GRADE STUDENTS' ENGLISH LANGUAGE PROFICIENCY IN EXPERIMENTAL AND CONTROL CLASSES

Classes	Experimental test class (class A)					Control class (class B)				
	Number of students	Good rating	Average grade	Low prices	Assimilation, %	Number of students	Good rating	Average grade	Low prices	Effort, %
5	33	26	4	3	90,9	35	10	11	14	60,0
6	32	22	8	2	93,7	32	7	14	11	65,6
7	30	23	4	3	90,0	31	8	13	10	67,7
Total:	95	69	16	8	89,4	98	25	38	35	64,2



■ an indicator of mastery in the experimental test class. ■ mastered in the control class.

■ an indicator of those who have not mastered the experimental test class. ■ not mastered in the control class.

CONCLUSION

The system of using intensive methods in teaching English in general secondary schools has been improved, the level of mastery in the experimental and control classes has been found to be high, and the number of low-grade students has significantly decreased.

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