Psychological and Pedagogical Basis of Intensive Teaching of English in Secondary Schools

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ABSTRACT

This article presents the methods of teaching English intensively in the 5th-7th grades of general secondary education schools. The experimental research work was carried out in general secondary schools in the city of Termiz. The 5-6-7 classes were included in the experiment and it was conducted in the current years of 2021-2023. The first stage of this pedagogical experiment is for the 2021-2022 academic year, and the second stage is for the 2022-2023 academic year. The specific features of intensive methods of using game forms of learning, and first of all, role-playing games, are highlighted in this article given. Psychological and pedagogic analysis was conducted simultaneously in the 5-6-7 class groups and it was analyzed that it was carried out at the final and summative stage after the end of the quarter in the subject of English. Determining the level of readiness of students to study English intensively in experimental groups is highlighted.

Introduction. At the current stage of society's development, new social, political and economic conditions have arisen, in which intensive foreign language training is required to serve the communicative relations of people of different levels of professional competence. In such conditions, the word "innovation" began to be used in almost all programs aimed at the development of society, in all aspects of human activity. In particular, innovation in the field of education has begun to be considered not only as a new philosophy of education, but also as a research subject for a new direction of pedagogy - pedagogical innovations. It should be said that this passion for innovation and innovation is probably related to dissatisfaction with the quality of education systems and an attempt to solve the problem of improving quality through innovation in the era of educational modernization[1]. The issue of improving the quality of foreign language teaching in the context of reforming the education system is directly related to the development of more advanced, scientifically based methods of managing educational activities that mobilize the creative abilities of a person. In this regard, the development of theoretical and practical approaches and the implementation of various forms of intensive foreign language teaching are urgent issues. Intensive training is not just practical training, but the most effective training that requires the least amount of time possible, and this process is carried out as quickly as possible[2]. Education is a complex process, which primarily involves the activity of the teacher and students. In modern conditions, great attention should be paid to the development of students' creative abilities, their educational needs and interests. Teaching as a guide involves the teacher providing certain knowledge, communicating it, and managing the process of their acquisition by all students in the class. Therefore, the teacher not

only provides information about his subject, but also plans, organizes and controls the student's educational activities, puts his educational work skills, thinking, abilities, and knowledge into practice. develops application skills [3].

It is aimed at students through the formation and development of oral communication skills in English through interactive communication and play relationships in general secondary schools. it is necessary to create an information-methodical base for the consistent implementation of educational tasks, to use the reserve opportunities of students for English language teachers working in the 5th-6th-7th grades of general education schools. In addition, the scientifically based development of intensive methods of teaching English at the middle stage meets the current requirements of the new concept of student-oriented teaching of school subjects at all stages of the educational system in new conditions of teaching [4].

In recent years, promising results have been achieved in the practice of intensive teaching of English to different contingents of students. Intensive methods mean the implementation of some advanced trends of general pedagogy and psychology, in particular, problems of the educational role of educational processes. Intensive training offered a realistic and consistent approach to the methodology, on the one hand, as a socio-psychological problem, and on the other hand, as a controlled speech activity[5]. Such an approach is also related to the socio-historical laws that determined the new goals of learning: if earlier English language teaching was reduced to the study of the language as a system, now the main goal of teaching is to learn English speech by students. consists of mastering [6].

Modern communicative linguistics sets new tasks for the methodology, the main of which is mastering the language as a means of communication. Teaching the language as a complex of forms and tools requires students to master the language as a whole [7]. In practice, intensive teaching has been established for a long time and is currently used by most teachers It is considered as a unique educational system that differs in a number of parameters from language teaching methods. In its framework, new principles of selection and organization of speech and language material have been developed, which require activity, personality-role, situation-thematic factors[8]. , a dynamic model was created.

Controlled acquisition of English speech by students means formation of speech phrases, modeling of semantic perception and communicative interaction processes and formation of relevant mechanisms in their English speech practice [9]. , it is still not clear which features of intensive training determine its uniqueness. The fact is that in recent years, based on the experience of intensive training, a number of specific methods have been created and used, which are more in line with the concept of intensification of education than the concept of intensive training [10]. Finally, there are a number of methods that are unique in terms of the tasks and tools used, but partially implement the basis of intensive education in its various types.

Let's analyze the general nature of the criteria by which the content of the concept of intensive training should be determined. Obviously, the first criterion - the nature of the student contingent - is not directly related to the content of this concept. Practically different forms of intensive education, at least in experience, now cover different categories of listeners. All of them can be grouped into three main types: pre-university, university and post-university education. Accordingly, the main organizational forms of education are changing. The second criterion by which intensive training is usually defined is its time[11]. Usually this is the definition of intensive training with short-term training, which sometimes corresponds to the formal side of this concept, but does not reveal it. Likewise, the definitions related to the concentration of hours and the temporary inactivity of the course, that is, its relative autonomy, etc., are unacceptable.

The goal of intensive education is to achieve the maximum amount of learning material in a short time. The goal formulated in this way and the methodological methods used to achieve it determine the appropriateness of a relatively large concentration of training hours. The content of intensive

education is the acquisition of a set of skills and competencies that are sufficient and necessary for the effective implementation of activities in a specific field, as well as the formation, development and application of these skills. However, this definition applies only to one aspect of intensive education - its teaching function[12]. In fact, intensive training, like any full-fledged methodical system, fulfills its educational function.

The most important feature of intensive education is the distinct methodological unity of these two functions at different levels[13]. We can say that in intensive training, the educational side includes the teaching function, and the teacher's side includes the educational function. So, in the intensive teaching of the English language, we mainly focus on mastering communication in the studied language, we understand the teaching based on the psychological reserves of the students' personality and activity, which are not used in ordinary teaching, in particular, the management of socio-political relations. Psychological processes in the group and interaction of the teacher, teachers interact with students, and are usually carried out in a short time [14].

The main psychological and pedagogical principles of the method of activation are inextricably linked and derive from the above-mentioned theoretical rules, which predetermines the wide variability of their application [15].

From the point of view of the educational strategy, the psychological and pedagogical principles of the organization of educational activities as the organization of the acquisition of knowledge, the formation of skills and abilities through a system of collective actions that contribute to the internal mobilization of the capabilities of each student can be considered. These principles can be briefly expressed in the famous formula "in the team and through the team". The external form and at the same time the means of organizing such a system of actions is the conscious and purposeful management of communication processes in the group.

Intensive methods of teaching English in secondary schools Intensive methods of teaching foreign languages are becoming more and more popular now. There are many types of intensive methods, which are mainly used to teach English to adults. In the school, experienced teachers successfully use the work methods characteristic of this style. In recent decades, the methodology of teaching a foreign language has been developing under the sign of communication-oriented education. Psychologists, stylists, psycholinguists emphasize that students speak what they want to say in a foreign language. According to them, it is important to develop student communication (E. I. Passov, I. A. Zimnyaya, B. A. Lapudis, V. L. Skalkin, etc.) [16]. Understanding intensive education as a holistic educational strategy, it is necessary to distinguish the methodological principles that define it and determine its uniqueness. The principles of intensive education serve not only as a theoretical basis for any of its existing systems, but are necessary for its description, as well as for the creation of other methodological systems within the intensive direction, so it is recommended not to limit them. We list the methodological principles, but we try to present them in a system in relation to the methodological system and its components[17].

It is known that any methodological system is characterized by the qualitative uniqueness of its subsystems and components, in particular, their interaction. Its main sub-systems can be considered as the goal, the content of the subject, the content of the educational process, teaching tools and methods. It is very reasonable to divide the content of the subject as an independent subsystem, because. the content of the educational subject means the content and structure of the educational material determined by the educational goals, or rather, its selection and organization. This element of the system affects and models the educational process, pedagogical process. The subject and the educational process (its functional aspect) together form the content of education [18]. Accordingly, a system of interrelated methodological principles is distinguished as the subsystems indicated are components of the methodological system.

Intensive teaching of English is a training aimed mainly at mastering communication in the studied language, psychological resources of students and activities not used in ordinary education, in

particular, management of social-psychological processes in a group. Management of communication between the teacher and students is carried out in a short time. The characteristic features of these methods are as follows: focusing on mastering English oral speech in a short time; daily concentration of lesson hours; creating an environment of immersion in the English language environment; activation of individual's reserves; increasing attention to various forms of pedagogical communication; educational motivation is always maintained.[19] Today, there are various intensive methods of teaching English to adults. Often they are used in clubs or extracurricular activities in general secondary schools. Successful application of work methods and elements specific to schools possible Accelerated methods allow a new look at the methodology of English language teaching at school, activation of the processes of understanding and mastering the basics of communication, and increasing the effectiveness of teamwork.

It should be said that using intensive methods in high school can be difficult for several reasons. Such reasons include, for example, technical problems related to the complexity of equipping a special classroom, as well as the lack of a specially trained specialist. For classes in this direction, the room should be equipped with appropriate lighting, soft chairs placed in a semicircle, two tape recorders, a projector, etc. It will be very difficult to equip such a room with technical equipment for a general secondary school. Therefore, as for high school, it is more correct to talk about the integration of elements of intensive methods into the process of teaching English [20].

Methods

1. Method of communication. The development of the student's personality is carried out in two interrelated activities: education and communication. It is also known that the complete development of a person is largely ensured by the unity of this activity. The tendency to combine education and communication processes characterizes modern pedagogy and educational psychology [21].

In order to create the necessary conditions for this, it is necessary to build the educational process in such a way that the attitude to the studied subject is formed through the attitude to another person (student, teacher), and it, in turn, through the interaction of the group, in other words, communication and learning should be maximized. It is in this case, according to psychologists, that communication performs the functions of education and development and leads to the most effective mastery of the studied subject at the same time as comprehensive personal development. All this provides a basis for the introduction of the concept of teaching communication. Success in organizing personal communication in the classroom depends on how the learning material is selected and organized. leave etc. provides the availability of special language tools, all of which allow the learner to express himself as a person in English communication.

Not only the selected educational material, but also the system of communicative exercises based on the principle of personal communication, as well as the number of students, the composition of the group and its location are taken into account. In the communication method, the group consists of 12 students, they sit face to face in a circle [22].

2. The method of organizing the game. Observations of the educational process in secondary and higher schools, especially in the process of teaching English communication, show that one of the serious reasons for the very low efficiency is the low student motivation. Often, the teacher offers students pseudo-communicative tasks: "Find out how to go ...". When performing such tasks, students' speech actions are not motivated, so they are formal. These tasks are not much different from tasks such as "Retell the text", "Translate the sentence" and others. They do not answer the main question that appears to students. In order to eliminate this deficiency, first of all, it is necessary to understand the important role of role-playing behavior in the educational activities of students. The experience of intensive teaching of the English language allows us to draw

conclusions about the great possibilities of role communication (still not fully explored) and the expediency of its use in teaching. This opinion is supported by linguists who see role-playing communication as an effective way of acquiring speech competence, and psychologists who emphasize that the methods of organizing role-playing communication are aimed at activating motivational mechanisms. In the conditions of intensive education, role communication in English is not a part of the lesson, not a methodological technique, not an exercise, but the basis for creating a learning process. Teaching communication in English (in oral and written forms) can only be through constant person-role interaction [23]. In intensive education, role-based educational communication includes the constant activity of communication subjects, who are not limited to perceiving the message and reacting to it, but also seek to express their reaction to the received information. Rolly The peculiarity of game educational communication is that it preserves all the socio-psychological features of real communication.

3. Team interaction. The principle of team interaction determines the method of organizing the educational process, in which: students actively communicate with each other, exchange educational information, thereby expanding their knowledge, skills and improve skills; between the participants, a comfortable relationship develops, which serves as a condition and means of effective learning and creative development of each of them; the success of each is the success of others[24]. So, the teacher's active communication with the students is a socio-psychological factor of the success of the educational process and ensures the effectiveness of forming cognitive actions and communication methods in the studied language. While actively communicating with each other, students not only share knowledge about the language system, but also learn to help each other, open language comments, explain rules to their partners, and communicate. The process of teaching spoken communication in English is a two-way process, in which not only the student but also the teacher achieves a lot. By organizing and managing English communication in a group, it improves communication skills. In interaction with the student, his idea about himself becomes clear, his self-esteem becomes clear. In intensive education, the student's activity increases tremendously, because he solves the communicative tasks that are presented by the teacher one after another during the whole lesson. As a result, thanks to his efforts, the system of relationships consciously regulated by the teacher allows to reveal, use and develop the potential of each person as fully as possible[25]. The following will help to develop the creative individuality of students in collective educational work: reliable relations between teachers.

4. Method of attention. The time of study hours is one of the external characteristics of intensive education. However, the presence of this feature does not mean the intensity of this training. It is necessary to expand the concept of attention, which allows to determine the specific features of the intensive training system. In the conditions of intensive education, when solving the tasks of teaching oral and written forms of English communication, as a rule, two more factors become important in the shortest time: the amount (volume) of the educational material and its o is distributed in the educational process[26].

Focusing on the organization of educational material, of course, predetermines the norm in the organization of the educational process. The existing situations in the text are the basis for many other situations included in communicative exercises to teach each lexical and grammatical phenomenon at different levels of development. By replacing each other, alternating exercises create completeness, "dialogic density" in the lesson, ensure constant speech activity of all participants of the dialogue, the entire educational group. And this, in turn, allows students to absorb a large amount of material[27].

5. Audiovisual method. This is a language teaching method with intensive use of visual and auditory clarity in a short period of time based on limited lexicogrammatical material characteristic of conversational speech style, and its content is visual aids. is learned using Language learning occurs through the acquisition of perceived structures (sentence patterns, speech patterns). This method of teaching appeared in France in the 1950s due to the great interest in the problem of acquiring a foreign language in a short time. The first audiovisual French course was released in 1962. Today, the audiovisual method maintains its position as one of the most popular methods of teaching foreign languages. In its pure form, this method is mainly used in short-term courses for teaching English to adults. The creators of the method derive their linguistic foundation from the concept of F. de Saussure, the founder of the structural direction in linguistics. The representatives of the method emphasize that in teaching English for practical purposes, the object of training should be speech that gives the opportunity to use English in everyday communication. The unit of learning is a sentence, so representatives of the method emphasize that the perception and repetition of sentences will have a holistic (global) character. A new stage in the organization of educational material is the selection of vocabulary, lexical and grammatical material It is designed in the form of dialogues characteristic of different situations of communication [28]. The theory of behaviorism (English behavior - behavior) was used for the psychological justification of the method, which is based on the idea that psychology should study human behavior, not mind. A person's behavior is his reaction to external stimuli, that is, a set of "stimulus-response" connections. In the theory of the audiovisual method, the ideas of behaviorism are manifested, first of all, in paying special attention to exercises for mechanical repetition, that is, the importance of the "stimulus-response" scheme for language acquisition is shown. In the process of forming the qualification, the understanding of grammatical units is excluded, only the approximate meaning of the sentence (phrase) is given. Such an understanding of the qualification cannot be considered optimal, the qualification must be based on meaningful knowledge.

Methodological principles determining the content of the method: 1. The principle of relying on conversational speech. The main goal of the training was practical acquisition of the language as a means of communication. Therefore, instead of artistic texts, conversational speech in a dialogic form is used as educational material. 2. The principle of oral foundations of learning and oral advancement. Oral speech is the basis of education. Students first learn to understand speech by listening, then practice the skills of repeating it, and only then develop the ability to express ideas orally and in writing. The thesis about the necessity of oral speech finds the following basis. Language is, first of all, an oral form, with the help of which communication between people is carried out. Therefore, to teach communication, first of all, it is necessary to teach oral speech. In oral speech, the language receives the most complete expression, and the letter does not indicate the intonation, rhythm, or tone of the language. Therefore, you should first learn the sounds, rhythm, and intonation of speech, and only then proceed to the formation of reading and writing skills. According to the principle of verbal anticipation, the work on the Audiovisual method is organized in the following sequence is done: listening-speaking-reading-writing. 3. The principle of globality. Input and perception of linguistic material is carried out by listening in the form of integrated structures (globally), so the method is also called systemic-global. 4. Principle of functionality. Following this principle involves the practical study of grammar. The content of speech requires the choice of means of its expression. The material is presented in the form of models and speech samples specific to different areas of communication that determine the learning sequence of grammatical material. The main thing is the function of the grammatical event in speech, its need to express a certain content. 5. The principle of situation. The material is introduced in the form of dialogues reflecting situations in everyday life. Among the advantages of the method are the careful selection of communication

situations and the lively, relaxed nature of the conversations, which increased interest in the lesson and motivation to learn. 6. The principle of non-interpretation. The mother tongue is excluded from the teaching system, new material is explained with the help of visual aids and, if possible, by explaining the concepts using the vocabulary familiar to the students. 7. The principle of visual-auditory synthesis. The lesson involves the use of auditory clarity (tape recording) and visual clarity in the form of diagrammatic (film) images. Image and sound are presented in a unified, synchronous manner, which provides a method of visual-auditory synthesis[29].

The concept of the audiovisual method did not remain unchanged, and the following trends were noted during its development:

1. At the stage of getting to know the information, if the teacher has finished everything, it is allowed to use the translation as an auxiliary tool in explaining the meaning of the new vocabulary.

2. Many recent audiovisual courses include monologue texts in addition to dialogues, which is explained by difficulties in the stage of semanticization (the process of uncovering meaning) of unfamiliar lexical-grammatical material based only on dialogue.

3. Reading and writing continue immediately after the oral access to the material - In the first audiovisual courses, reading and writing were delayed for unreasonably long periods, which had a negative effect on language acquisition. Increasingly, reading and writing reinforce oral work with material, this is consistent with an educational system in which speaking and writing are used as complementary forms of oral communication.

4. Regional information, which is a source of acquaintance with the life and culture of the country, is widely covered.

5. There is a tendency to simplify the courses, which is expressed in the rejection of films and their replacement with appropriate drawings and photographs. 6. More and more importance is attached to the use of educational television and video films, which have become an integral part of the audiovisual course [30].

Experimental study on the effectiveness of intensive teaching of English in 5-6-7 grades of general secondary schools.

Experiment-testing tasks on the organization of rational methods of intensive teaching of the oral-speech aspect of the English language in the 5th-6th-7th grades of the general secondary school, testing the developed method and testing the formed knowledge It includes experimental work in terms of transfer. The experiment was carried out within the framework of a modern person-oriented, communicative-cognitive approach to the teaching process from the point of view of attracting the reserves of the linguistic experience of public school students.

Such an approach to teaching, first of all, involves solving methodological issues such as the selection, organization and sequence of learning the relevant language material, the choice of its presentation and teaching methods, taking into account the communicative needs of students. takes The basis of the methodical experiment-test conducted in September-October-November 2022 in general secondary schools No. 13 and No. 11 in the city of Termiz is at the stage of verification work with students of the 5th-6th-7th grade in schools. the results of the observations during the specified time were used.

It was born out of the need to achieve the goal of the proposed experiment to check the effectiveness of the developed method of intensive teaching of the oral-speech aspect of the English language in the 5th-6th-7th grades of general secondary schools. When we started to teach students experimentally, we mainly followed certain rules, their implementation is provided directly in school

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practice during experimental teaching.

In particular: 1. The teachers of general secondary schools No. 13 and No. 11 in Termiz, who wanted to improve their pedagogical skills, had the opportunity to improve the quality of English language teaching provided by the experimental program. 2. In the experiment, it was envisaged to implement a new approach of intensive teaching of English speech based on the student-oriented model. In the conditions of multilingualism, students themselves and their parents have a positive attitude towards English they did. Before the start of the experiment, the attitude of the students to learning the mother tongue and English at the same time was determined with the help of a questionnaire, which was evaluated positively.

According to the analysis of the general situation of the formation of speech skills at the level of communication, special test tasks were developed for students of 5-6-7 grades. 13th and 11th general secondary schools in Termiz city have a total of 374 students in 5th, 6th and 7th grades. As a result of the tests conducted in the fall of 2022, the current level of students' qualifications was determined. the results of the inspection have been received.

In the pilot and control classes conducted in general secondary school No. 13 of Termiz city, the mastery rate was 64.2% in the control classes, and 89.4% in the experimental test classes. did (chap. 1).

Table 1. Indicators of mastering the English language in experimental and control classes of 13th school students of Termiz city

Bu manba matni haqida batafsilQo'shimcha axborot olish uchun manba matnini kiriting

Fikr-mulohaza

Yon panellar.

Classes	Experience Test Class (Class A)					Control test class (Class B)				
	Number of students	Good grade	Average grade	Low price	Appropriation, %	Number of students	Good grade	Average grade	Low price	Appropriation, %
5	36	28	5	3	90,9	36	11	11	14	60,0
6	32	22	8	2	93,7	32	7	14	11	65,6
7	32	24	5	3	90,0	32	9	13	10	67,7
Total	100	74	18	8	89,4	100	27	38	35	64,2
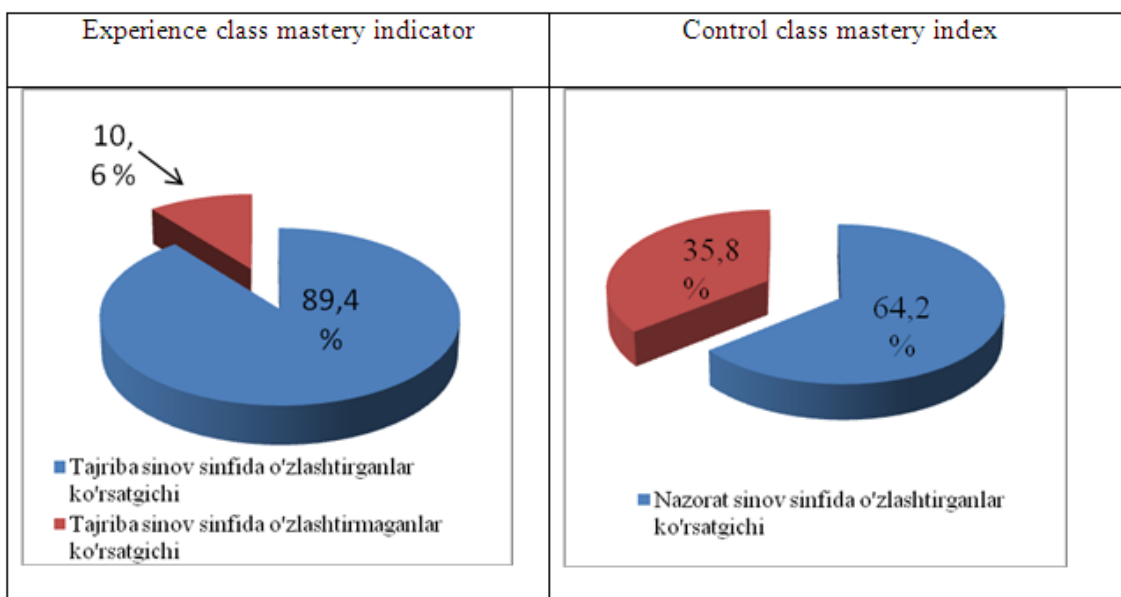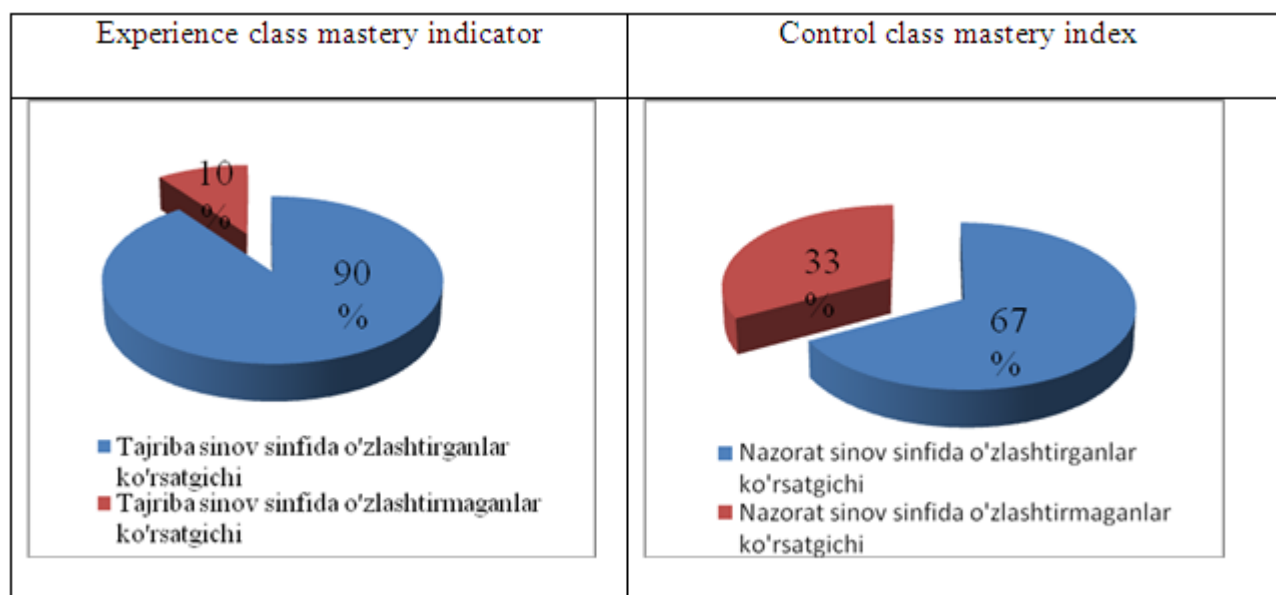
In the pilot and control classes conducted in general secondary school No. 11 of Termiz city, the level of mastery in the control classes was 67%, while in the experimental test classes this indicator was 90% (Fig. .2).

Table 2. Indicators of the level of mastery of the English language in experimental and control classes of 11th school students of Termiz city

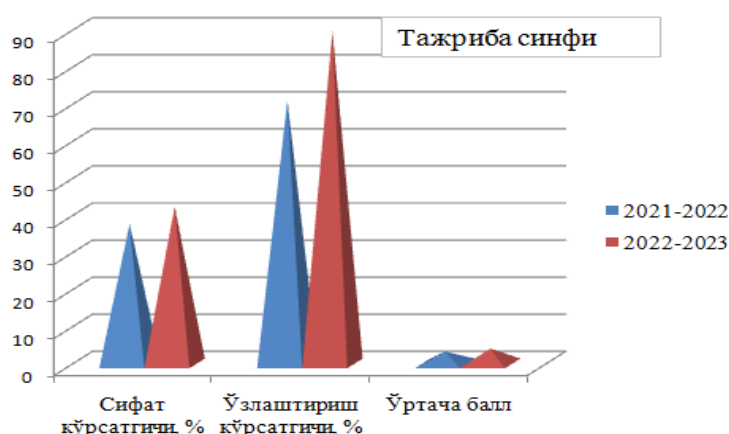| Classes	Experience Test Class (Class A)					Control test class (Class B)				
	Number of students	Good grade	Average grade	Low price	Absorption, %	Number of students	Good grade	Average grade	Low price	Absorption, %
5	33	26	3	4	84	28	9	8	11	60,7
6	28	21	5	2	92,5	29	10	9	10	65,5
7	25	19	4	2	92,0	31	13	10	8	74,1
Total	86	66	12	8	90,0	88	32	27	29	67,0

Figure 2. The level of knowledge development in the experimental class

The results of the pre-test measures identified in the process of pedagogical observation for two quarters revealed significant difficulties for students in mastering intensive foreign language speech in connection with the recommended situations (situations). These difficulties are associated with the lack of reasonable methodological and technological methods of activating the reserve capabilities of students of the 5th-6th-7th grade, that is, at the stage, among many students of this educational age, to

learn English motivation is strong. On the other hand, these difficulties are also related to the fact that teaching English to students for intensive speech is poorly formed from a methodological point of view. Identified deficiencies and defects in the students' knowledge, first of all, showed the following parameters of language knowledge deficiencies: the use of command inclination (permission, prohibition, request using grammatical forms); Using the "Psesent Simple Tense" (verb in the 3rd person singular); the use of the verbs to be, to have, to live in interrogative and affirmative sentences; the use of the verb to form the plural of nouns; the use of model verbs can, may, must; ownership of horses; possessive pronouns; - use of basic prepositions: in, on, at, into. from, from, for, for, at, by, among. - use of personal pronouns, adjectives, numbers; operation of general and special questions, alternative and distinguishing questions; use of indefinite pronouns some, any, no, somebody, anybody; irregular verbs in the past tense; Use of Future Simple Tense (auxiliary verbs shall, will); use of place and time in sentences; the place of the predicate in English sentences; order of words in questions and answers; It should be noted that the use of the constructions "there is ..." and "there are ..." in the environment of difficulties for multilingual schoolchildren, the use of prepositions in various situations of classroom and extracurricular activities has a special place.

Conclusion. Since the emergence of intensive methods of learning English and up to now, the possibilities and feasibility of using them in a regular school have been discussed. Intensive methods occupy a certain place at each stage of English language teaching in secondary school: elementary, middle, and high levels. Intensive education has been formed in practice for a long time and is used by most teachers It was adopted as a unique educational system that differs in a number of parameters from the currently used English language teaching methods.

The practical application of a set of exercises containing elements of intensive methods has shown an increase in training efficiency. It was shown that the increase in vocabulary is related to the activation of the pedagogical field of English language learning. The variety of types of exercises, audio-visual opportunities provided an increase in emotional mood, a desire for effective work, and created a friendly atmosphere during the lesson. The speed and speech participation of all participants in the learning process makes the lesson more lively, helps to eliminate tension in the learning process and emotional approach.

It is also necessary to emphasize the psychological possibilities of studying the student's personality, analyzing problems and correcting them at the initial stage. Pupils behave more openly, the desire to participate in activity and general communicative activity is felt. A desire to help, explain and suggest to their peers is observed by more gifted children. I believe this is a positive result. After all, I believe that the purpose of the teacher's work is not only to help students learn English, but also to form human qualities in them: tolerance, conscientiousness, kindness, responsibility and mutual respect.

The main task of an English teacher is to be able to choose the appropriate style for his student contingent. To choose the appropriate method, the teacher should consider the following: the student should feel comfortable and free, should be encouraged to learn and use the English language; the student should take the initiative, be an active participant in the educational process; the student should understand that learning English largely depends on him and his interest; the teacher should stimulate the student's speech, cognitive and creative abilities; all kinds of work forms should be provided in the classroom, which encourage students' activity, independence, creativity.

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