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## Intensive English Learning in Secondary Schools

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**Abstract**--*The article highlights the concept of the content and essence of the use of intensive methods of teaching English in secondary schools. It should be noted that the intensive method of teaching English can be viewed from different positions. Our task was to develop (in theoretical and practical terms) an intensive method of teaching English, orienting towards the further development and modernization of the educational process of the English language, as the main form of teaching at school.*

**Keywords**--*education, knowledge, non-traditional teaching, school, student.*

### Introduction

Modern life is simply impossible without knowledge of a foreign language and foreign-language culture. The development of creative abilities, the creation of conditions for self-expression, and the self-realization of children are one of the most important areas of modern language education (Leontiev, 1998; Psacharopoulos, 1994; Calderhead, 1989). Early education is understood as the period of studying a foreign language, which allows laying the foundations of communicative competence, necessary and sufficient for their further development and improvement in the course of studying this subject. It takes quite a long time to lay the foundations of communicative competence because students need to familiarize themselves from the first steps with the language being studied as a means of communication. This means that they must learn to understand a foreign language by ear (listening), express their thoughts using the studied language (speaking), read, that is, understand a foreign language text read to themselves and write, that is, learn to use graphics and spelling of a foreign language when performing written assignments aimed at mastering reading and speaking or be able to express your thoughts in writing. Indeed, to lay the foundations for each of the listed types of speech activity, it is necessary to accumulate linguistic means that ensure the functioning of each of them at an elementary communicative level, allowing them to move to a qualitatively new stage of their development in the future (Nigmatov, 2006).

### Method

The student becomes an active participant in the educational process, which acquires an activity orientation, and this, in turn, determines the forms of education. The result of such a learning process should be the formation of a competent user in a foreign language, ready to consciously and actively participate in the dialogue and polylogue of cultures in the modern developing world (Alekseev, 2017). Teaching to speak is based on teaching dialogical and monological speech. So, the training of dialogical speech occurs through the solution of communicative tasks within the framework of the main functions of communication (informative, regulatory, emotional-evaluative, ethical). Dialogic communication skills develop gradually from the expression of a separate communicative sentence to the construction of a dialogue (Shchepilova, 2005).

To create motivation for communication in a foreign language, it is very important to have a certain situation that stimulates the desire to communicate and motivate statements (Leontiev, 1996; Leontiev, 1974; Leontiev, 1972). The motivation of students is determined by the problem that must be understood and solved: “the problem is a stimulus that makes you think”. And in this regard, the songs represent a good motivational basis, giving the educational activity a pronounced creative character. As for the development of students' monologue speech, here it is necessary to emphasize the importance of creating a problematic situation that motivates students and aimed at discussing the problem, which stimulates to assess, to express one's opinion, agreement, or disagreement (Zimnyaya, 1999; Zimnyaya, 1991). The presence of a motive for speaking is extremely important for speech production, and in this regard, songs open up great opportunities for the development of speech because topics discussed by modern authors and performers usually evoke a lively response from the audience, the problems are relevant, therefore, students have a desire to express their opinion, express an assessment - there is a stimulation to express yourself.

As I.L. Beam, exercise is the main methodological unit of teaching (Bim, 1989; Bim, 1988; Bim, 1995), and the correspondence of the exercises to the learning objectives makes the study of the material more effective. Exercises should contain educational, educational, and developmental value (Lukyanova, 2014). An exercise is an educational task in which the task and the conditions for its solution are determined and which provides the practical use of the knowledge gained, training in activities, the development, and improvement of skills and abilities (Shchepilova, 2005). Exercises are subdivided based on their orientation towards preparation for speech activity and participation in speech activity: language (preparatory) exercises and speech (communication) exercises (Shchukin, 2006).

## Result and Discussion

Following A.A. Ivanov, under the system of exercises, we consider the totality of the necessary types, types, and varieties of exercises performed in sequence, natural features of the formation of skills, abilities in various types of speech activity in their complex interaction, and in such an amount that provides the highest level of proficiency in a foreign language in given conditions (Ivanov, 2006). Lawrence Kohlberg in his book "Age Periodization of Moral Development" writes that there are 3 levels, in each of which are 2 stages of moral development (Kohlberg, 1973):

1. Pre-conventional stage:
  - a. The child is disciplined and obedient.
  - b. Hedonistic orientation
2. Conventional stage:
  - a. Social norms and models of behavior are adopted in society.
  - b. Maintaining an established order of social justice and fixed rules.
3. Post-Conventional Stage:
  - a. Utilitarianism, "social contract".
  - b. Own moral principles and conscience as a regulator.

That is, when students move to the middle stage of education, they also move to a new stage in the formation of moral development, from the pre-conventional to the conventional. L. Kohlberg also writes that "... if you do not pay attention to the transition of the child to a new stage, he (the child) can remain at the previous one, either incorrectly, or not fully form the subsequent stages" (Kohlberg, 1973). Therefore, when realizing individualization, it is worth considering this aspect of the child's psychological maturation. Having determined the strategy for the introduction and implementation of individualization within the framework of the Federal State Educational Standard, we consider it necessary to note that the organization of individualization, in general, and in English lessons, in particular, requires more detailed preparation. And a necessary condition for the effective implementation of an individual approach is a sufficient level of teacher's competence in determining the needs of students, their inclinations, and creative potential. In this regard, it is necessary to dwell on the psychological characteristics of age at the middle stage of education, which is 11-16 years old. In modern society, the problem of studying the age characteristics of students is very relevant, not only for teachers but also for parents. “Age in psychology is a category that means a qualitatively specific stage of ontogenetic development, these are the temporal characteristics of individual development”.

It is important to note that the age of an individual is not the sum of individual psychological processes or calendar dates. From the point of view of L.S. Vygotsky: “age is a relatively closed cycle of child development, which has its structure and dynamics” (Vygotsky, 1987). The duration of age is measured by its internal content: there are periods of development, and in some cases, as psychologists note, whole "eras" that take place in different time intervals, from one year to five years. In essence, the passport age is nothing more than a starting point, starting

from which, the individual throughout his life experiences the psychological processes of the formation of the personality. Today, there is no uniform interpretation of the concepts of flexible and professional skills. In our research, we will rely on the Oxford Dictionary, which says that “flexible skills are personal qualities of a person that make it possible to interact with other people more effectively and harmoniously” (Oxford Dictionary: soft skills). “Professional skills are those skills that are relatively easy to measure and are often confirmed by a certain qualification” (Oxford Dictionary: hard skills). At the moment, the definitions of these concepts differ from different authors, but they are also closely intertwined with each other. Let us consider how some authors interpret “soft skills”: D. Tataurschikova. Soft skills (English - “soft skills”) are unified skills and personal qualities that increase the efficiency of work and interaction with other people. These skills include personal development management, the ability to provide first aid, the ability to competently manage your time, the ability to persuade, the skill of negotiation, leadership, etc.

Sosnitskaya O. Soft skills are communication and management talents. These include the ability to convince, lead, manage, make presentations, find the right approach to people, the ability to resolve conflict situations, oratory - in general, those qualities and skills that could be called universal, and not those that are inherent in people of a certain profession. Shipilov V. Soft skills are social and psychological skills: communication, leadership, team, public, and others, which can be useful in most life situations, are related to the way people interact with each other (Shipilov, 2016). Gaiduchenko E., Marushev A. Soft Skills are skills that help you quickly find a common language with others, make and maintain connections, successfully convey your ideas - to be a good communicator and leader. The concept of "soft skills" is related to the way people interact with each other; these skills are equally necessary both for everyday life and for work (Gaiduchenko, 2020).

Davidova V. Soft skills ("soft skills") - are considered as the acquired skills that a person has received through additional education and his personal life experience and which he uses for his further development in professional activities. This is why these skills are so valued in the workplace as well as when hiring (Davidova, 2015). Also N.D. Galskova singles out the main strategic goal in the field of foreign languages "... the creation of conditions for personal formation and development of personality with the help of the target language" (Galskova, 2004). The intensive method of teaching English is part of the educational process, where all the main problems of teaching, upbringing, and development of schoolchildren are realized. An effective and creative lesson requires serious pedagogical and methodological preparation of the teacher.

The intensive teaching method was considered not as a statistical one, but as a variable and constantly changing form of organizing the educational activity of schoolchildren. The main direction of this development is in the desire to ensure that the lesson is the result of the teacher's creativity so that it reflects the leading trends and changes that have occurred in society and the school system. And although the main provisions of the school lesson are repeated from year to year, being in a certain sense basic, each subsequent significant stage in the development of the education system and society as a whole introduces its adjustments and such specific requirements into the concept of the lesson that best meets the new goals and objectives. training, education of the younger generation (Jia, 2009; Spelke, 1994; Danga, 2015).

What an intensive method of teaching English should be has been studied for a long time and at different periods had different views in pedagogical circles. The success of building and conducting lessons is influenced by many factors, most of which form a certain system of interrelated causes of provisions and consequences, which in one way or another affect the theory and practice of this complex pedagogical phenomenon. Currently, particular importance is attached to those ideas and directions that can be implemented in the system of personality technologies - oriented and developmental learning (Peter, 2015; Cooper et al., 2003; Costenbader & Markson, 1998). Thus, the modernization of the school involves not only a qualitative change in the content of education but also the renewal of the corresponding intensive methods, means, and forms of education, taking into account the new realities in society and the education system itself. All these attitudes in one way or another are aimed at updating the theory and practice of an English lesson.

The study of the scientific foundations of developmental education shows that many very important aspects of it are developed mainly in theoretical terms. Several practical issues of the methodology and technology of developing education, including in English lessons, remain insufficiently developed. According to the intensive teaching method, one of the leading directions in enhancing the development of the learning function is teaching based on meaningful generalizations, which can ensure the assimilation of systemic knowledge and generalized methods of activity, and, in addition, have a noticeable impact on the mental development of students. The intensive teaching method is considered not only and not so much as a simple accumulation of various knowledge, but as a purposeful formation among students. Thus, training based on an intensive teaching method is one of the leading directions in

the renewal and modernization of all educational processes at the present stage. These ideas and related didactic searches to the greatest extent reflect the main progressive tendencies of modern pedagogy.

The method of knowledge formation and the intensive method of teaching English as the basis of developmental education requires some restructuring of the lesson and its main components (Gilboy et al., 2015; Bonell et al., 2018). Such training is implemented mainly in the system of generalized study of interrelated topics with block presentation of material. Block presentation of material based on theoretical generalizations allows teaching based on fundamental principles and key concepts. With the competent construction of such lessons, a more conscious mastery of systemic knowledge and generalized methods of solving problems is achieved, which is the main prerequisite and condition for improving the quality of knowledge and mental development of students. In the widespread practice of teaching English, the processes of generalization of knowledge and methods of activity, as you know, are associated mainly with work at the final stages, i.e. at the stage of consolidation and repetition of the already studied material, although an intensive teaching method is a rather promising direction, orienting towards such a course of learning when the general is not mastered at the final stage. From a methodological point of view, it is very important that when developing intensive methods of teaching English, it is necessary to rely on both the general patterns of the process of mastering knowledge and the formation of skills and abilities and on whole groups of similar linguistic phenomena and methods of their application (Allan et al., 2013; Olokundun et al., 2018).

At the first stage of our research work, carried out in secondary schools, it was found that the acquisition of students' interest in learning English during the period of studying structured program materials will give effective results. During the 2010-2020 academic years, the stages of testing the pedagogical experience and its types were carried out. Conducted pedagogical experiments - tests in 11 and 13 secondary schools in the city of Termez, grades 5a, 6a, 7a were chosen as experimental ones, and grades 5b, 6b, 7b were used as control ones. The results of the lessons (5a, 6a, 7a for the experimental class, 5b, 6b, 7b for the control class) of the general education schools in which the experimental teaching was carried out were compared with the results obtained in the control classes. 366 students took part in the experimental work: 180 of them were in the experimental classes and 186 students were in the control classes. Classes were conducted by teachers of the English language of secondary schools based on the methodological developments of the dissertation. A comparative analysis of the results of the development of knowledge and the formation of skills at the stages of research of the final level of activity of students in the experimental and control classes is carried out. Based on the proven work experience and the results obtained, we have concluded that:

1. The model developed for the development of the science of the English language fully confirms our hypothesis.
2. By the developed model and didactic conditions, effective criteria for the development of the science of the English language were established.
3. Based on the form of experimental work carried out according to the criteria, the following results were recorded:
  - a. cognitive criterion - the level of knowledge of students in English is as follows: in experimental classes (table 1):
    - quality indicator - from 28.75% to 36.45%;
    - the rate of assimilation - from 70.84% to 100%;
    - the average score increased from 3.2 to 4.05;

Table 1  
The level of mastering knowledge of English in the experimental and control classes

Academic year	Experienced class			Control class		
	Level of quality, %	Assimilation indicator,%	average score	Level of quality, %	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

In control classes:

- quality indicator - from 24.55% to 30.28%;
- the rate of assimilation - from 69.25% to 98%;
- the average score increased from 3.0 to 3.95;

- b. motivational criterion - the level of development of a promising direction among students was distributed as follows:
- in experimental classes (table 2):
- high - from 17.7% to 21.6%;
  - medium - from 69.6% to 71.9%;
  - low from 12.7 to 6.6;
- in control classes:
- high - from 13.5% to 17.1%;
  - medium - from 69.3% to 68.5%;
  - low from 17.1 to 14.3.

Table 2

The level of development of interest in the English language in the lessons in the experimental and control classes

Academic year	Experienced 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. practical criterion - the experience of reasoning - the experimental work of the development of professionally significant qualities in comparison with the results of the level from 3.33 points to 4.65 points (1.32 points) in the experimental class, and in the control class from 3.27 points to 3.51 points (0.24 points) increased (Table 3).

Table 3

Comparative result of the level of development of professionally significant adjectives in the experimental and control classes

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

Thus, there was a significant increase in the results of the experimental class compared to the control class.

## Conclusion

In conclusion, it should be noted that the intensive method of teaching English can be viewed from different positions. Our task was to develop (in theoretical and practical terms) an intensive method of teaching English, orienting towards the further development and modernization of the educational process of the English language, as the main form of teaching at school.

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