
ADAPTIVE TEACHING METHODS IN FOREIGN LANGUAGE LEARNING

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Annotation: The article analyzes the methods of optimal teaching of foreign languages from the standpoint of modernity. It clarifies what skills and abilities a teacher should have who builds lessons in accordance with an optimal, intensive methodology. It is concluded that a teacher should take into account when choosing a particular teaching method. In the process of reforming education, foreign language teaching is considered as a communicative, socio-cultural and personal development of students, the formation and improvement of students' foreign language communicative competence in the totality of all its components, as well as the development of individuality in the dialogue of cultures, the ability of the student to carry out a communicative act.

Keywords: intensive training, methods of teaching foreign languages, dialogue, activity, motivation, activity and personality-oriented approaches, competence, culture.

As we know, the current era of societal development is witnessing a gradual renovation of all spheres of human life, including the field of education. New and modernized educational trends are emerging, undoubtedly encompassing all areas of knowledge, including the humanities. However, it is worth noting that foreign language education has undergone the most significant changes since the second half of the last century. As a result, many concepts of modernizing foreign language teaching have emerged, addressing education at various levels and in various types of educational institutions.

The motivation to learn a foreign language in the modern world is high and is driven by the following trends:

1. The increasing volume of intercultural interaction and the emergence and growing number of global issues that can only be solved through interaction and cooperation, both within the context of a multicultural state and in intercultural and international communication, sets education the following goal: to foster a versatile mindset and a high level of communicative culture among the younger generation. This implies that education actively discusses the role of foreign language in the successful socialization and development of communicative culture for an individual who is fluent in the foreign language.
2. In the age of technological progress and widespread development of computer technologies, one of the most important tasks of foreign language education is considered to be the formation of general cultural and value-worldview competency. Language learning in this case is viewed from two perspectives: first, it is a means of revealing the individuality and uniqueness of one's own culture; and second, it is a tool for understanding the world view, mastering the values and culture of other nations.
3. Currently, the personal development of learners in the process of foreign language learning is paramount, therefore, activity-based and personality-oriented approaches are considered priority. This is due to the fact that, during the reform of education, foreign language learning began to be viewed as the communicative, sociocultural and personal development of students, the formation and improvement of foreign language communicative competence in all its components, as well

as the development of individuality within a dialogue of cultures, and the learner's ability to perform a communicative act, solve a communicative task.

4. Individualized Approach by the Teacher

The individualized approach of the teacher towards each student is highly valued. This approach helps students to realize themselves as individuals, to identify their potential, and to stimulate self-realization. It is worth noting that, based on this approach, methods of teaching such as collaborative learning, project methods, language portfolio method, intensive methods, and many others have been developed. We will focus on the discussion of intensive methods of foreign language learning, which are so popular in our time.

First, let's note that intensive foreign language learning is based on several key principles of modern education: communicative, functional, and situational. There are also specific principles that are necessarily involved in learning built upon the use of intensive methods: the principle of active speech and communicative activity, the principle of a step-by-step concentric organization of the subject and the learning process, as well as the personality-role principle [1, p. 26]. Such prominent researchers as G.A. Kitaygorodskaya and M.K. Apetian have contributed to the development of intensive teaching methods. G.A. Kitaygorodskaya, Doctor of Pedagogical Sciences, heads the Center for Intensive Teaching Methods. She has made a significant contribution to popularizing these methods in the Russian Federation and beyond. M.K. Apetian, whose work is based on the experience of applying intensive methods of foreign language learning to younger school children, has made no less important contribution to the methodology of teaching.

What constitutes the intensive method of foreign language learning? Firstly, according to this methodology, the learning process itself should be as close as possible to the process of real communication, that is, the topics and situations of communication should be selected in such a way that they are interesting to the students. This creates a psychologically comfortable atmosphere for communication in the foreign language. A large part of the work in the lesson is devoted to dialogues and polylogues, the characters of which can be eccentrics, Don Quixotes, storytellers, princesses, and princes, etc. The main condition is that the dialogues of such characters are built on humor and irony, including self-irony. Of course, these dialogues and polylogues can touch upon serious issues, however, the problems should be relevant to the younger generation. In this case, there will be characters whose fates and thoughts are ambiguous and require reflection. Such reflective experience is very useful for students who have embodied these characters. Only in this case can we talk about motivation to discuss these issues in a foreign language, as well as to learn the language in principle.

As a result, students will no longer experience psychological difficulties or barriers when communicating in a foreign language with foreigners, because in the learning process, the student has "understood" the language being studied, having used previously learned phrases and constructions in unprepared, improvised situations. In this case, students develop a certain set of communicative skills, and the language, according to this method, acts not as a goal, but as a means of communication, successful communication [2, p. 32].

G.A. Kitaygorodskaya proposes the following organization of a lesson built in accordance with this methodology. Dialogue or polylogue is the main learning text of each lesson – a microcycle,

designed for 10-12 hours of classroom activities. Each text-polylogue contains at least 150 new lexical units, as well as certain grammatical phenomena selected for this lesson.

Homework and Assessment in Intensive Learning

Homework serves as a form of self-assessment in this methodology, demonstrating the level of comprehension of the topic. Homework, as in traditional methods, can be divided into oral and written assignments. However, a key criterion here is the presence of student interest in completing this type of assignment.

Practice exercises for oral speech are built on the analysis of language tools and finding a text suitable for the lesson so that these language tools can solve a certain, but very specific, language task. For example: "Make a list for the teacher/class monitor, indicating the age, data on the city/country of birth, hobbies of each, and what they would like to become in the future." During written assignments, the use of language material, grammatical rules and structures is also practiced. The formulation of the assignment itself remains crucial. For example: "Please answer the questions about your hobbies and daily activities. This will help the teacher get to know you better" (the assignment may involve practicing the use of verb tenses) and so on. It is important to note that in this case, the volume of assignments for each day should not exceed 1-2 written assignments, 1-2 oral ones, so that the student's independent work does not take more than 40 minutes.

One of the most notable features of this methodology is its focus on involuntary memorization, which occurs because students essentially don't even realize they are learning, as an illusion of real, lively communication is created in the classroom.

G.A. Kitaygorodskaya also proposes some forms of control:

1. The main control of knowledge in general and comprehension of this topic in particular is proposed to be carried out at the end of each lesson.
2. Control of grammar knowledge is carried out as each grammatical material is covered.
3. Auditing as a separate form of control. In this case, students are provided with a recording to listen to, as well as the following types of tasks: "Please outline the brief content of the text in your native language" or "Think about how this dialogue could end" [3, p. 46]. What skills and abilities should a teacher possess who builds lessons in accordance with the intensive methodology? First and foremost, it is the ability to clearly and understandably formulate assignments. Since in some cases, assignments may sound "unusual" to students, it is necessary to clearly explain what is required, if necessary, to switch to the native language for better understanding. Furthermore, the ability to organize and maintain relaxed informal communication, as if "removing" clear transitions from one assignment to another so as not to disrupt the logic in shaping the structure of the lesson.

Collaboration and The Future of Intensive Learning

And lastly, an equally important skill for a teacher lies in the ability to increase the amount of live communication during the lesson by using methods and forms of collective collaboration. In conclusion, it is worth adding that, unlike many innovative methods of teaching foreign languages, intensive learning has already been fully formed but is perceived by teachers as a

specific form and system of learning, significantly different from the traditional methodology of foreign language teaching. Moreover, it has developed new principles for the selection and organization of language material, among which the following are leading: activity-based, personality-role-based, and situational-thematic.

But this methodology is just one example of a qualitative change in the traditional approach to teaching foreign languages, because the main goal of this methodology is to motivate students to complete specific oral and written assignments by any means possible. Using the intensive method of foreign language learning is a rather interesting and productive way of education. Learning the language in a relaxed and informal setting, completing assignments whose themes and formats are of genuine interest to students, helps to develop students' interest in learning the language and the culture of the language being studied. Ultimately, "Today, there is a huge selection of methods for teaching a foreign language. Each has both advantages and disadvantages. The main task of a foreign language teacher is to be able to choose the right method for their specific group of students. To choose the right method, the teacher should consider the following: the student should feel comfortable and free, be motivated to learn and use the foreign language; the student should be the initiator, be an active participant in the learning process; the student should realize that learning a foreign language is largely dependent on them, their interests; the teacher needs to stimulate the student's speech, cognitive and creative abilities; different forms of work in the classroom (individual, group) should be provided, stimulating the activity, independence and creativity of students" [4, p. 61].

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