ABSTRACT

The present qualification paper is named "Intensive method in teaching the English language". The reason choosing this topic was to analyze the importance of intensive method in education system especially in teaching English language. These issues are described in the present qualification paper through the different information. In addition, the given qualification paper different types of activities according to intensive method in teaching the English language. The qualification paper can also be used as a guide book for further teachers who has difficulties in choosing and using in classroom , teaching subject and developing teaching process with a number of classroom activities according to intensive method. The researcher also tried to show in her work the importance of using intensive method in teaching English language, the comparison of advantages and disadvantages of using intensive method in teaching process analyzing different activities belonged to intensive method. Teachers emphasized that intensive method can improve learners knowledge and helps to learn easily and fast, and the aim of researcher is to identify the importance of intensive method in teaching English language, especially for providing the lessons more intensive activities.

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INTRODUCTION

Over the period of Independence, we have had over thousands of teachers of the foreign languages trained, multimedia textbooks in the English, German and French languages for pupils of 5-9th forms of general secondary schools and electronic resource materials for teaching English at primary schools designed, and over 5500 language laboratories at general secondary schools, vocational colleges and academic lyceums - equipped.

However the review of the current foreign languages teaching system proves that educational standards, curricula and textbooks do not fully meet the up-to-date requirements in terms of application of the advanced information and media technologies. Teaching is being conducted using traditional methodologies. Both consistent learning of the foreign languages at all levels of the education system and teachers' professional upgrading and equipping them with modern educational literature require further enhancement.

In view of entire enhancement of the system of teaching youths the foreign languages and training of specialists able to communicate in foreign languages fluently, by introducing progressive teaching methods using modern teaching and information-communication technologies thus enabling them to access the achievements of the world civilization and globally available information resources.

We mentioned that new technologies and methods are used in modern education system. We use more interesting and modern methods in education system now. For example intensive , interactive and other methods. The present paper reflects full explanation of intensive method, the role of intensive method in education system, the usage of intensive method in classroom and other features.

The aim of paper giving information about intensive method and advantages and disadvantages of the method and others. Moreover this paper shows example for intensive activities the usage of these activities. The aim of choosing this theme to learn following features:

➢ What is intensive method

➢ The usage of intensive method in education

➢ Advantages and disadvantages of intensive method

➢ The aim of intensive method

➢ The rules of using intensive method in classroom

➢ Types of intensive method and others.

This paper consist of two parts:

1. Theoretical part
2. Practical part

In theoretical part is written full information about intensive method and the usage of intensive method. Practical part depend on our pedagogical practice and how I used intensive method in practical lessons. In theoretical part I mentioned opinion of famous scientists about intensive method.

Practical part explained with different activities, presentations and other things. Moreover this paper shows the importance and effects of intensive method in education system. Otherwise this paper shows following types of intensive method in teaching:

➢ Block intensive teaching

➢ Accelerate intensive teaching

➢ Sandwich intensive teaching

➢ IMD intensive teaching and others.

We can say with one word the paper shows information about the effective teaching method in English education system.

This paper describes different games and activities according to intensive method. Moreover this paper describes our practice time and followings:

- ➢ lesson plans
- ➢ intensive method activities which were used in lessons
- ➢ modern and old methods which depend on intensive method and other important thing

I. LITERARY REVIEW

Literary review provides readers with theoretical information about the theme of qualification paper. Through literary review reader can understand easily. Literary review helps to use intensive method in education system correctly. Literary review can consist of following information:

- ➢ a discussion of the rationale for conducting the study
- ➢ information about other studies that have been done and how this study relates to them.

After reading literary review reader can create a big imagine about the theme of qualification paper. We can say with one word a well written literary review gives main information and imagination about the theme of qualification paper.

A. What is intensive method

Methods of teaching English have developed rapidly, especially in the previous 40 years. As a language learner, teacher, it is important to understand the various methods and techniques. Each teaching method is based on a particular vision of understanding the language or the learning process, often using specific techniques and materials used in a set sequence. Learning foreign language depended on classical methods before 40-30 years. Students learned new lectures, syntactic constructions, discussed rules also they read and translated texts, did written exercises and seldom listened audio. Speaking process consisted of only 10% in lessons. By globalization many methods, techniques and strategies created in education system. During these 40 year traditional teaching modes changed to intensive teaching modes. Learners are requiring more flexible and interesting modes of delivery which fit with demands every site of life. Communication lessons rose to 90% . [1,78] Especially new intensive method was created. Intensive education is an

alternative educational approach in which students study one or two subjects a day for a concentrated number of weeks. Intensive methods, activities are used more in education system now. First of all we should know what is intensive method, the meaning of word intensive. Intensive means that involving a lot of work or activity done in a short time. Intensive method using effective activities technologies, techniques, materials in education system. Intensive method based on the psychological term of suggestion. This is the first specific feature of intensive techniques. By using of suggestion we can lose various types of psychological barriers in the trainees the following way.

> Teacher gives for children logical activities depend on emotional impact and psychological factors. It is also used in art classrooms. Teacher gives activities according to music, painting and others.

Intensive method activities demand concentration of training hours. For example for senior stages it is advisable to devote six hours a week. They should be busy with intensive method activities three or two hours each day. Specific feature of the intensive method is that suggestopedia widely based on the position of the different functions of the two hemispheres of the brain. Connecting the emotional factors in learning a foreign language will significantly intensify the process of learning, opening new perspectives in the development of methods of teaching foreign languages. The whole atmosphere of classes organized in such a way that the development of language is accompanied by positive emotions. By intensive method we can motivate and interested in subject. On the other hand, the intellectual activity of students, backed by emotional activity, provides the most efficient memorization of material and mastery of speaking skills. "Specifics of intensive training are laying in the fact that the educational communication keeps all socio-

psychological processes of communication. Role dialogue - is both a play and learning, and speech activity".[5,230]

This intensive method pays more attention to activities such as speaking and listening. Intensive method activities especially consist of meaningful texts and vocabulary. Intensive method reflects relaxed atmosphere, music, encourages and subliminal, learning English.

We can use intensive method for reading, listening, writing , speaking and grammar. When we designing listening activities we should keep in mind that, in addition global comprehension, we need to focus our attention on intensive listening. By using intensive method in listening students can develop effective listening strategies and build bottom-up listening skills, in addition to the top-down skills that are emphasized in global listening activities. "Using intensive method in listening may target different goals such as

- ➢ getting more detailed understanding of some segments of the text,
- ➢ transcribing certain segments in the text,
- ➢ guessing the meaning of a word or phrase from context,
- ➢ looking at certain grammatical structures in the text to see how they can aid comprehension, etc.
- ➢ the learners work individually
- ➢ • the learners may listening as many times as they wish
- ➢ • the teacher provides feedback on accuracy
- ➢ the teacher provides some written support. "[2,21]

More advanced students will benefit from intensive listening activities that are targeted at particular problems of language analysis (grammar, vocabulary, or sounds) which they are working on.

Intensive listening activities can be done in class or in the lab or can be given as homework assignments. The advantage of doing intensive listening activities at home or in the lab is that it allows each student to

work at an individual pace and go back and forth as needed to complete the task.

We also use intensive method in reading. Using intensive reading exercises can provide with following features:

➢ Directs the learners` attention to features of the text that can be found in almost any text.

➢ Directs the learners` attention to reading text

➢ Provides the teacher and learner with useful information about the learners` performance on the exercise

➢ Easy to make.

This type of reading has indeed beneficial to language learners as it helps them understand vocabulary by deducing the meaning of words in context. It moreover, helps with retention of information for long periods of time and knowledge resulting from intensive reading persists in your long term memory. If you need to list the chronology of events in a long passage, you will need to read it intensively.

Using intensive activities in writing helps to develop this skill. Intensive method also helps in speaking skill. Intensive method develops speaking skill with communicative method. By intensive method grammar, vocabulary, speaking writing, communication and others.

Intensive method embraces all methods such as :

➢ **Grammar Translation** – the classical method. Focuses on written literary texts. Characteristics- translate from English into another language.

➢ **Direct** Method – discovering the importance of speaking. Focuses on everyday spoken language. Characteristics- student learn by associating meaning directly in English.

- ➢ **Audio-lingualism** – the first modern methodology. Focuses on sentence and sound patterns. Characeritics-listening and speaking drills and pattern practice only in English.

- ➢ **Communicative** method – the modern standard method. Focuses on interaction, authentic communication and negotiating meaning.

- ➢ **Principled Eclecticism** – fitting the method to the learner, not the learner to the method. The explanation of Principled eclecticism also includes a useful ten-point guide for teachers and language students on the best teaching and learning techniques. Each teaching method is based on a particular vision of understanding the language or the learning process, often using specific techniques and materials used in a set sequence.

Intensive method encompasses all modern and old methods. Intensive method focus on motivation and helping learners become independent inspired to learn more. Intensive method was popular among learners, who want to learn English maximum and short time. Intensive learning in English language demands preparing and learning quickly in learners level.

Barabra Schieffelin said that "Intensive education is an alternative educational approach in which students study one or two subjects a day for a concentrated number of weeks". [3,90]

We use different type of intensive method in teaching the English language.

1. Block intensive method. Very large part of teaching time, for example whole day sessions, offered in week-long mode, two or three-week long mode and weekend mode.

2. Mixed intensive method. Where teaching is spread over weekends and evenings in moderately large time chunks but less than day-length.

3. Sporadic intensive method. Where teaching is offered in smaller time chunks over longer time periods (for example 18 days or 5-10 weeks).

4. . Sandwich intensive method where block modes are offered at the front and back end of a semester course with shorter periods of traditional teaching in between to allow for consolidation and reflection.

5. IMD intensive method might involve on-line learning as well as, or in place of, face to face teaching, but the time taken, not the technologies used, is critical here. Similarly, debates about IMD types are not exactly the same as debates in 'flexible learning', even though it could be argued that IMD types are a form of flexible learning.

We can use intensive method in distance education also. Students mainly study individually at a distance from. This type of study especially used in higher education. Distance education has simply availed itself of the technical developments of modern society. Distance education occurred without any radical changes but with gradually more sophisticated use of methods and media, for example, audio recordings in language teaching and in courses for blind people and the use of laboratory kits in subjects like electronic, radio engineering etc. We know that distance learning started in 1946. In the 1990s some 30 distance-teaching universities are active in various parts of the world. In the twentieth century distance education has occurred in mainly two forms. One represents a large-scale approach with courses produced for hundreds and thousands of students and with tutoring at a distance

provided by a number of tutors who need have had no part in the development of the course. The second represents a small-scale approach with the course writer in charge also of the tutoring, in which case courses are developed for small target groups.

Long-distance intensive method application, including multimedia technologies, allows carry out the control of the learners' activity and also to improve foreign language skills by means of specially organized helps test and exercise system. Long-distance intensive method activity is a new form of education which is based on personal computer and electronic textbook and means of telecommunication use, the Internet install qualitatively new teaching technology. Some experts consider the emerging problems in this method, calling them myths. They call the "myths" of intensive learning some simplified, sometimes one-sided, and sometimes just erroneous ideas about intensive training. These common ideas existing at the level of ordinary consciousness are quite common and are often associated with the method itself. Apparently, such myths owe their origin to a shallow and not enough systematic acquaintance with the method of intensive training. Often the scheme for the birth of the "myth" is this: any external characteristic of the intensive learning process breaks out from the integral context of learning, and it is in it that the essence of the method is discerned. In particular, one of the "myths" says that intensive training does not teach grammar. The problem is that learning the grammar in the intensive language has a certain specificity. Perhaps the existing "myths" show that the form of intensive instruction in foreign languages does not accurately reflect the essence of the method. Intensive direction in teaching foreign languages is most fully implemented in the method of GA Kitaygorodskaya. [6,48]

According to L.G. Denisova the main efficient moments of intensive methods of teaching foreign languages are: creation of a strong motivation for immediate study, carried out with casual conversation and motivating communication closer to reality; high and immediate impact of training: on the second day of classes, students interact in the target foreign language, using verbal clichés inherent in the core of training text - remember, the text of polylogue introduced for the first day of school the presentation and the acquisition of a large quantity of speech, lexical and grammatical units; for one presentation 150-200 new words, 30-50 verbal clichés and a few typical grammatical phenomena are introduced and assimilated.is also, of course, a specific feature. [4,90] Of the above is particularly intense techniques that provide greater effectiveness. These specific moments entirely differ from the two previous methods. Only one of them, perhaps, is similar. All three techniques considered essential for a successful learning teamwork in a positive emotional atmosphere. This intensive method pays more attention to activities such as speaking and listening. We mentioned that by intensive methods we can develop all skills of English language. Intensive method is being used almost all types of education. Because we said that intensive method depends on all modern and old methods. By these methods every site of education teach and learn the subjects.

B. Intensive method in teaching the English language

We mentioned that intensive method quick learning method. Using intensive method in learning English language accepts at necessity preparing quickly learners task requires limited restraint time for improvement of learning for which needs to improve learners language level. We should distinguish intensive method and intensive mood. Intensive method has many importance learning in intensive mood means studying in simple methods but more higher quantity in short time in a week. Using intensive method in teaching foreign language assumes a special development of a lesson conduction technique, various forms of work with the pupils. G. Kitaygorodskaya defining the following types of using intensive method in lessons:

- ✓ Lessons of first type- introduction of a new material. Listening comprehension and choral work prevail at these lessons.
- ✓ The aim of second type of lessons – communication training-development of speech skills and habits. The lesson is planned as a scenario on the basis of a role play introduction, the pupils fulfill various kinds of work. The teacher applies micro-dialogues, songs and games as exercises
- ✓ At the lessons of the third-type – communication practice-speech, listening comprehension, reading, writing skills and habits are fixed in the process of solving communicative tasks, film "scripts" writing "broadcasting" and so on. [6,48]

Analyzing these types of lessons we make a conclusion, that Kitaygorodskaya is guarded by the traditional didactic typology of lessons which is based on different stages of work with the material for study. This construction of educational process of intensive method using in teaching supposes short term adult courses. It can not be used

for teaching in the primary school any changes. There are several reasons for this:

1. There is great difference in the quantitative characteristic of teaching process. In adult group of children, but the duration is much longer than in the group of children, but the duration of the whole course is much shorter. It means that the time given for the stages of new material introduction and its activation should be different in adult and children.

2. The fourfold presentation of a new material during one lesson described by G. Kitaygorodskaya can not engage children`s attention during the whole lesson. The introduction of a new material at a primary school lessons should be strictly time limited, taking into account the age characteristics of the pupils.

3. The process of adult teaching using intensive method as a role is based on listening comprehension and speaking. Reading and writing are not so important. Therefore specificity of reading and writing skills mastering in intensive method for adults is not reflected in full. According to the English language teaching program in a primary classroom young learners should have the strong bases of reading and writing skills, with the priority of listening comprehension and peaking which are the aims and meanings of teaching English as a foreign language. [6, 50-52]

This is achieved through a special interaction in the teaching team and a creative approach to teaching. In the foreign and in the national theory and practice of teaching foreign languages, group forms of instruction are in creasingly affirmed: several people (two, three or more). The main advantage of such training lies in the fact that the interaction between the students is formed within the group, their joint

coordinated activity leads to the realization of the main goal - the mastery of speech activity.

In principle, such educational activity can be called a game. If such a game takes the framework of motivated, concerted activities, then it will become the main form of implementation of the educational process. One of the main tasks of the teacher in this case will be the problem of the specifics of the relations of the students. He needs to ensure a situation in which each student will be included in joint intellectual activity, and not just activists. All students in the lesson should combine their mental efforts to overcome emerging and posed problems. It is believed that to ensure effective communication within the group the most favorable characteristics will be the following: the optimal number of people in the group is 10-12, the group must be non-uniform; the location of students should be as comfortable as possible, face to face. There are enough gods in many educational institutions. In particular, since 1990, the Novosibirsk State Pedagogical University has been implementing the technology of intensive pedagogical education, developed as an innovative project.

The project is based on the interpretation of intensity as "purposefulness, intensity, depth, intensity, energy, efficiency of a process" - in accordance with the meaning and semantic nuances of this adjective in the Russian language. We understand the intensive adult education as aimed at goals that are well understood by the subject, which have a personal meaning for him, as a technology that allows to effectively realize the intentions of students through a specially organized educational and professional activity .

Intensive education allows you to maximally involve the personal and psycho-physiological resources of students, direct them to maximize the use of the resources of the educational situation - resources

of time, content, social interactions, information without affecting the health and psychological well-being of all subjects of the educational process. In other words, there is no reduction in time and increased information loads - the main parameters of intensive education, but a qualitative change in the educational process that allows you to achieve significantly larger and important educational results at the same time.

The task of the teacher here is mainly to offer the training team such activities that could be personally significant for each trainee, rally people and promote an active formation of the individual. If the teacher is able to create such conditions in his audience, he can confidently call his activity an intensive training of foreign languages. Modern methods of teaching English to learn, speak English, you need a certain system, or, as it is more often called, the method of teaching English, which would allow you to fully accomplish the tasks, namely: to acquire the skills of reading, understanding speech by ear, speaking and writing in the language you are learning. Another 20-30 years ago, the basis for training lay the classical technique. 90% of the time was devoted to the theory of a foreign language. During the lessons, students studied new vocabulary, syntactic constructions, discussed rules, and also read and translated texts, did written assignments and sometimes listened to audio recordings. The intensive methodology has become especially popular among those who want to learn how to speak English in the shortest possible time. To achieve this seemingly unrealistic goal allows a high level of stereotyped language - English is 25% consists of a cliche. Due to the study of a large number of stable expressions, their memorization and working out, a person can learn to explain himself in a foreign language and understand the interlocutor for the remaining time.

- Active methods of teaching English

- The so-called active methods of teaching the English language are singled out as a separate group, examples of the most widely used methods are given below. [9, 153-156]

Intensive education demands maximum involving personality and psixophysological materials and this kind of material helps maximum using sources in education. For security intensive process studying foreign language very important features choosing suitable room for method learning. In intensive method learning we should understand direction in learning with helping realize aim and task also defining way and manners achievement of aim. Strategy of learning foreign language resourced in various preparation to learning. Using intensive method in education for adults we should understand that how orient… good reasonable goal, eligible importance of idea and others. Some specialists consider that arising problems in standard of this method called them myths. They called "myths" intensive learning in English some simply sometimes a side, but in couple just wrongful presentation about intensive method. Nowadays we use intensive method in higher education for learning and teaching English language.

This method especially is being used in technical universities in such specialties as "Industrial and civil construction", "Urban construction and economy", "Mechanization and automation of construction", etc., in connection with the Bologna process, the emergence of new accessible information resources in foreign languages, intensive scientific and professional communication actualize the problem of the development of content, methods, technologies for intensive instruction in foreign languages. Main learning programs are being made innovation education for foreign languages enforcing match principle humanization and humanization high professional education, principle social orientation pedagogy. It is also used in the classroom various art forms (music,

painting, elements of the theater) to the emotional impact on students. suggestopedia training involves a concentration of training hours. At the senior stages, for example, it is advisable to devote six hours a week through the school component of the curriculum; they should be divided into three, two hours each. If necessary, the number of hours can be reduced to three., a specific feature of the intensive method is that suggestopedia widely based on the position of the different functions of the two hemispheres of the brain. Connecting the emotional factors in learning a foreign language will significantly intensify the process of learning, opening new perspectives in the development of methods of teaching foreign languages. The whole atmosphere of classes organized in such a way that the development of language is accompanied by positive emotions. On the one hand, this is an important incentive to create and sustain interest in the subject. On the other hand, the intellectual activity of students, backed by emotional activity, provides the most efficient memorization of material and mastery of speaking skills. Distinguishing factor is the active use of role-playing games. Specifics of intensive training are laying in the fact that the educational communication keeps all socio-psychological processes of communication. Role dialogue - is both a play and learning, and speech activity. But in this case, if the position of students is role-play game communication - play activity or natural communication.

C. **The use of intensive method in classroom**

Using intensive method activities in classroom are effective and enjoyable for learners. We mentioned that by intensive method learners achieve goals fast. By this reason learners and teachers pay attention using intensive method in classroom. There are many different activities in education system.   For example there some intensive method activities according to listening skill. Students at all levels of language proficiency will benefit from intensive method listening activities. Beginning students may benefit from these activities most when they are used as warm-ups for activities from the attentive listening section. Intermediate students may find these activities most useful if they are used as follow-up reviews for activities from the selective listening skill or the interactive listening section. More advanced students will benefit from intensive listening activities that are targeted at particular problems of language analysis (grammar, vocabulary, or sounds) which they are working on. We mentioned that we can use intensive method in any skill in English. The activities belonged to intensive method aim to focus learners' attention on language form in the following ways:

➢ They require attention to particular words, phrases, grammatical units, and "pragmatic" units (units of "social meaning");
➢ They require that the students recognize differences between similar words and phrases;
➢ They draw attention to sound changes (vowel reductions and consonant assimilations) that occur in natural speech;
➢ They draw attention to the speaker's use of stress, intonation, and pauses.
➢ They practice paraphrasing (that is, having the listener restate the speaker's phrases and sentences) and reconstructing (that is,

having the listener fill in grammatical parts that may be left out of the speaker's message);

➢ They call for remembering specific words and sequences.

➢ These activities help learning new vocabulary, synonyms, antonyms polysemantic and monosemantic words.

➢ this method helps to understand real meaning of text while reading.

➢ This kind of writing activities helps to learn different ways of writing(formal, informal, narrative, descriptive etc.

If we use intensive method for learning reading skill we should pay attention following features:

➢ Uses the grammar-translation approach where the teacher works with the learners, using the first language to explain the meaning of the text, sentence by sentence

➢ Its goal is to determine what language features will get attention in the course which will in turn become the language syllabus

➢ It would be better if the items occur in a wide range of texts

➢ Teachers should ask, "How does today's teaching make tomorrow's text easier?"

➢ Teacher should choice suitable material for pupils level

Using intensive method in reading focuses following things:

➢ Comprehension •

➢ Regular and irregular sound-spelling relations •

➢ Vocabulary •

➢ Grammar •

➢ Cohesion •

➢ Information structure •

➢ Genre features •

➢ Strategies

Teachers should pay attention following tips if they choice intensive activities for reading skill:

➢ Firstly, all materials selected must be stimulating for the students.

➢ Secondly, they need to feel they can contribute their personal opinions

These features help to develop learners reading skill. We use intensive method for teaching and learning foreign languages. Main dignity this kind of studying depends on inside groups are taught interaction with participants their compatible agreed.

Communicative intensive method activities.

Communicative intensive method activities are used widely in class and lessons now. Communicative intensive method main principle for using the lexical units and grammatical constructions in teaching English language lessons and in speech. By communicative intensive method both oral and written skills are developed. By this modern methodology and principles of teaching English or another foreign languages our speaking skill will be developed. Our native language helps for this developing. Moreover, teachers can only direct students, ask them questions and create a communicative situation during lessens and 70%, almost all students speak during English and other foreign language skills . This method is suitable for teaching a foreign language at school. And more of these techniques are being used at school now. For example, teachers share their knowledge with their students, give written exercises to improve grammar and vocabulary

Projective intensive method activities.

This method of teaching English is being used for children and adults, at schools and universities in America. Nowadays our Republic is using such kind of intensive method activities in educational system especially teaching and learning English language. Nowadays projective

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intensive method activities are used among all kind of learners: children, adults and others. For example, for junior school children teachers can use such kind of projective intensive activities as "My house", "My pet", "My favorite toys". High school adults use more serious and important themes such "Environmental problem", "Deforestation", "Pollution", "New technologies" and others. By projective activities following features will be developed:

> Especially speaking and pronunciation skills develop
> Learners imagination ability develops
> Easily understanding
> Thinking ability
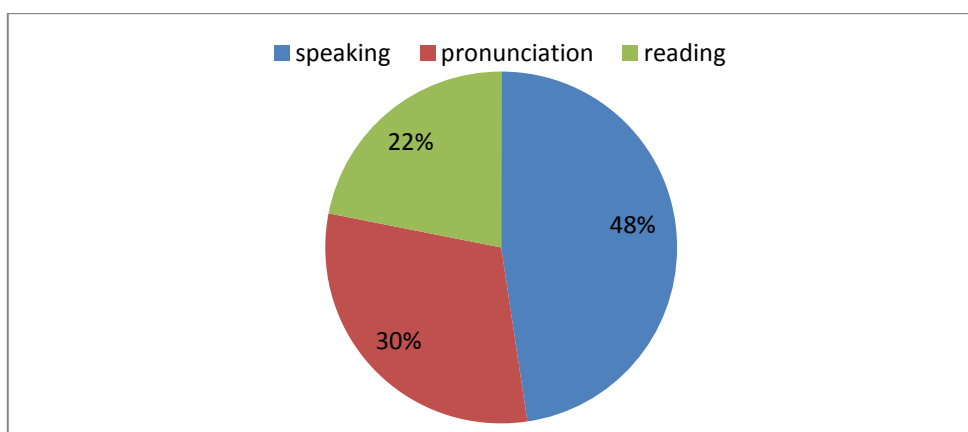
Training

We mentioned some types of intensive activities, which used at schools. We can add training activities also. In training teacher creates favorable condition and training intensive activities are based on independent study and teacher gives developed structured material with amendment and teacher explains the material clearly. In any training activity, student receives a unit of explained theory, remembers the rules

and uses them in practice. This technique is used in online training activities very often. Main advantages of such kind of activities are:

➢ the presence of carefully thought-out program,

➢ supplying learners with necessary information to improve the level of learners in the most accessible form in foreign language

➢ Rising learners ability for planning a training schedule independently

➢ Improving learners thinking ability
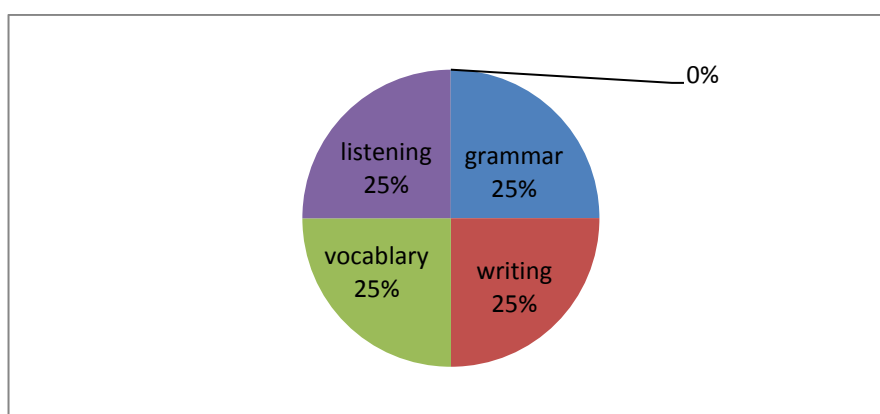
For getting development of effective learning, teaching in simple mood in all programs and all levels teachers should pay attention following features according using intensive method in class:

➢ Main attention attend literacy oral speech and understanding speech in audition

➢ Systematic work according to pronunciation, intonation in current all studying

➢ Main accent in acquisition pay attention oral expression learners thoughts in English language

➢ Wide receiving game activities, keys – method, oral presentations, modelization state of communication.

➢ Learners firstly are paid attention in active language practice

- ➢ Optimization of learning material- organizing studying program with individual aim of learner, learner should study what he or she need

Strategy of learning foreign language depends on various preparation in education. There have two main features in intensive process in education:

- ➢ First feature- achieving definite aim in minimum time. It means that, learning material in " strong" standard. For this you should have minimum quantity of learning material and appropriate organization.
- ➢ Second feature- maximum using all possibilities in learning. Second factor offer maximum using all source for studying.

Important features learning through intensive method:

- ➢ Boost or high intensity
- ➢ Maximum optimistic learning studying material through principle " everything important"
- ➢ Important accent in learning divides: shortening and expansion according to vocabulary stock and using in oral communication
- ➢ Expansion vocabulary stock is happened through special game activities and oral practice
- ➢ In minimum Grammatik communication happens in base of vocabulary stock and pattern phrase but not logical making sentences.
- ➢ Important forms working orally:
  a. Giving questions and answering for questions
  b. Repeating reading text
  c. Chatting about theme according to program but not auditorial reading
  d. Preparing speech according to program and in independent topic.

➢ Maximum quick result of learning in 2 weeks.

Linguist G. Kitaygorodskya learned the use of intensive method in teaching English language she paid attention intensive method activities and and the usage of intensive method in education system. We mentioned that linguist defined the three types of intensive teaching in lessons. Also linguist defined that the types of lessons can be offered for intensive teaching of English at an early stage, corresponding in its principles. In her opinion it is possible to single out one more lesson typology, based on various forms of teaching and work with new material. The three types of lessons can be used in parallel with traditional ones. At primary school it is possible to use following types of lessons:

✓ Lessons based on didactic games. The game one of the favorite occupation for children , with its help it is easier to involve pupils into the class activity. Any game requires voluntary attention, voluntary memory emotional restraint. In other words it promotes the development of children`s emotional and volitional spheres. Game insures the natural motivation of foreign language communication, makes any statement interesting and sensible.

✓ Lessons of music, songs and action. They can help a lot of in a foreign language study. Songs as a kind of communication is a means of vocabulary mastering and enrichment as songs include a lot of new words and expressions. In songs already known vocabulary is met in a new contextual environment, which helps its activation. In songs geographical names are frequently used. Different grammar structures are better acquired in songs. Songs promote perfection of pronunciation skill. A good ear for music and acoustical control are in close interrelation with the development of articulation.

✓ Lessons based on stimulation. Stimulation the imitation of a total situation in the classroom, where the classroom becomes a street, a hotel or a supermarket. They practice interaction between the individual and services, such as shops stations. The first stage is when the pupils role- play new material. At the next stage the teacher can offer the pupils situations, which are similar to the content of the studied material. The last stage – improvisation-represents a higher degree of creative activity. The pupils don`t follow the content of the text, but base stimulation on its activity vocabulary. The improvisation is a higher degree of creative independence: children become the authors of an improvised scene. [6,150]

D. Intensive method activities

We mentioned that intensive method activities helps to develop all skills of English. Intensive method activities we can add quick activities. These kind of activities suitable for all age of learners. There are many examples for intensive method activities.

Say it again Variations telephone game, add on, passages	Discrimination Variations sequence, odd one out	One-sided conversations Variation: word chains	Alternates Variations : appropriacy, news vocabulary, reduced and expanded stories, replacements	Paraphrase Variation test prep
Jigsaw dictation Variation pair dictation, fixed forms	Short forms Variations "long or short?" ,second word one, two, three	Stress Variations : contrast, statement or question?	Boundaries Variation keep the pace	

Many of these activities will be useful introductions to listening for beginning students in that they help the students focus their attention on simple tasks. Activities such as *say it again, passages, discrimination*, and *"long or short?"* (as well as all of the variations listed under each) can help beginning learners build up a repertoire of perception skills that will help them in more complex activities. Other

activities, such as *jigsaw dictation*, can be used as a warm-up content preview, as a diagnosis of vocabulary and grammar problems, and as a means to raise awareness of lexical and grammatical form prior to other language-learning exercises. These exercises is used in different ages and in various levels. For example:

<div align="center">Say it again</div>

Level: elementary and above, depending on input

Students: young adults and adults

Purpose: focus on phonological features;

                       develop attention to stress and intonation

Text type: audio or video

     In this activity…

Students watch video segments (or listen to audio-taped conversations) and repeat selected lines, attempting to imitate the exact wording, pronunciation, and intonation.

     Preparation

1. Select one or more scenes from a video sequence that teachers students have seen (television drama, musical variety program, commercial, feature film, etc.). The scenes you should select high interesting and accurate material for the students and there are should have some "memorable lines" in listening material

We can use this activity at home or in class. For using the game activity we should do following tasks:

  The firse you should display the list of lines which were mentioned by learners. Before beginning playing the game you should say the students suitable and selected phrases or sentences. Give simple paraphrases the students for getting a general sense from each expression. Then teachers should demand recalling the situations and communications of film which participants were spoken.

You should play through the tape segment for setting general scene. The students should listen and identify where the speaker's main aim is escaped. While you are playing through the tape in second time, you should stop *before* each "targeted line". You should point the lines chorally and individually on the blackboard, which students say. After a few repetitions, teacher should continue the segment. Stop the tape again after the line and elicit additional repetitions. Encourage the students to feel as they are "saying the line" (as a character with a specific motive), not simply "repeating the line" (for language practice).

Variation. Telephone game. Send a verbal message around the room. Tell a short message to one student. That student whispers it to the another student, and so on, until every student has tried to hear the message clearly and repeat it accurately. Compare the final version with your original message.

<div align="center">Jigsaw dictation</div>

Level: elementary and above, depending on input

Students: young adults and adults

Purpose: focus on grammatical features;

develops attention to writing and vocabulary

Text type: written or audio

In this activity……

Teacher says mixed letters. Also teacher can broadcasts listening material according to task. After saying mixed letters pupils should find suitable word through these letters. Before each word pupils repeat advanced word. This activity is used especially in class. By this activity pupils learn new vocabulary and their listening skill will be developed.

So we call intensive method as active methods of teaching the English language. Types of intensive activities:

➢ Whole class activities

> ➤ Pair and group activities
> ➤ Individual activities

<div align="center">One-sided conversations</div>

Level: elementary and above, depending on input

Students: young adults and adults

Purpose: focus on pronunciation and speaking. The exercise develops pronunciation and speaking skill.

Text type: audio, video or card

In this activity….

        This activity especially pays attention pronunciation skill. by this activity adults and young adults` speaking and pronunciation skills are developed. Learners should be divided into two groups by teacher. After dividing teacher shows video, plays listening audio or gives cards with information. After showing the text the two groups should say the advantages and disadvantages. Firs group tell the advantage and the second group disadvantage. For example teacher shows the video about factories. After showing two groups tells the features.

<div align="center">Factory</div>

No	Advantages	Disadvantages
1	By factories we can get new products	Factories damages our nature.
2	Factories provide with work, money and food.	Ozone layer is being damaged by factories.
3	Factories create comfortable living condition for humans	Factories causes pollution
4	Factories develops countries	Factories cause for acid rain

The winners will be group who tells more detailed advantage or disadvantage.

Variation: Word chains.

In this activity teacher tells one word learners should tell suitable word for the word. Learners are divided into two groups. And say the words turn by turn. By this way they should create one information. For example,

Group	Nature	Technology
1	Nature helps to provide with oxygen	Technology helps to provide with news, information and others
2	Deforestation	Acid rain
	Deforestation causes disappearance of many kinds of animals and plant,	Pollution causes for acid rain

In this activity winners will be who tells many suitable words and sentences. One – sided conversation activity helps to develop learning vocabulary, grammar and speaking skills. For example during saying disadvantages and advantages they search new words for making a sentence and pays attention grammar while making a sentence.

<div align="center">Discrimination</div>

Level: elementary and above, depending on input

Students: young adults and adults

Purpose: focus on pronunciation, reading and vocabulary. The exercise develops pronunciation vocabulary and reading skills.

Text type: video or card

In this activity….

This activity focus on vocabulary, reading and pronunciation skills. For doing this activity learners should divided into four groups. Teacher tells the name of groups. For example, first group: plants; rose - atirgul

Second group: animals; pig – cho`chqa

Third group: fruits; apple - olma

Fourth group: vegetables; tomato – pomidor and others. Teacher sticks many words on the blackboard according to the names of groups. Then pupils come on the blackboard and choices one word according to the name of his or her group. After choosing pupil should tell the translation of word. This activity continues till telling the last word. After finishing the activity teacher shows the picture of words which told participants of activity. And they read the names of pictures together.

<div align="center">Variation; odd one out.</div>

In variation pupils are divided into four groups too. And teacher gives the names. Then teacher gives cards with words. Learners should separate the which does not belong to the of group. For example,

Plants; rose, tree, tulip, dog. Dog is not belongs to this group.

Animals; lion, snake, cat, dog, palov. Palov is not belongs to this group.

Fruits; potato, apple, strawberry, banana, pier. Potato is not belongs to this group.

There are some activities according to intensive method are widely used in class:

<div align="center">Round table</div>

In this activity pupils should sit around round table. After sitting teacher plans the task   and this task will be given the pupil by teacher. In this activity pupils should resolve following tasks:

- Assessing the significance of the problem
- Showing all advantages and disadvantages
- Determining possible outcome and etc.

Pupils should find answer the presented question, give reasons for their position and come to a common solution eventually.

Brainstorm

This technique is also aimed at discussing and solving a problem. However, according to this method of teaching English, the audiences are divided into two groups - "generators of ideas", which actually offer ideas, and "experts" who, assess the position of each "generator" after the "storm". In this game first group gives ideas for example, "Rain is good", "flowers are beautiful" and other the second group will assess the first group. For example " this idea is correct" or "It is true" and other.

Business game

The teacher prepares the game according to studied topic and explains the rules of game to students. According the rule tasks

- Proposed
- Simulate
- Situations fit real communication

 For example, searching and placement, conclusion of a contract, travel and etc. This activity especially suitable for children and young adults. By this game learners memory, speaking, listening can develops. The main advantages of this activity are the lack of a coercive mechanism for employment and develops child`s great interest for profession. The teacher conducts with the children the most diverse games for the studied vocabulary and grammatical constructions, during which the children quickly memorize them and learn to use them in the speech. In system of intensive method activities require that every form of grammar should be given in activities. This method also pays attention to communication. Every activity should be monofunctional for learners for teachers

poifunctional. In this method especially should be polifunctional activities. Using intensive method activities also depend on concentration. We mentioned above that G. Kitaygorodskaya divided lessons into three types;

➢ Lessons based on didactic games

➢ Lessons based on lessons music, songs and actions

➢ Lessons based on stimulation

According to this information we can activities also are divided games, songs, music, action and stimulation activities. Such kind of activities especially used in classes with group of pupils. Game activities which is used in lessons is one of the main ways of teaching objective achievement, but a game performed in a foreign language is a special kind of children`s activity. It should meet the following requirements;

➢ Presence of any imaginary situation, imaginary plan, according to which children should act. Children can use different symbols in games. It makes communicatively valuable any language unit, enables to realize an intensive direction of young learners teaching.

➢ Obligatory realizing by children the result of a game.

➢ Realizing by children the rules, keeping which it is possible to achieve some defined result.

➢ Choice of particular action in a game by each child.

For example, the following game is very popular and gives good results in the training of prepositions of place. Pupils can play this game in pairs or in groups. Teacher gives each child a picture of a room and one set of cards with different toys. One of the pupils hides the toys, puts the card with the cat under the table in the picture. Other pupils have to find the toys so they ask questions is the cat in the box ? when the pupils find the

cat they put the card under the table, too. When all the toys are in their places, the pupils change over.

The second type is exercises belong to songs, music and actions. In a foreign language class songs and actions are used;

> As phonetic exercises

> To revive a vocabulary and grammar

> As stimulus for speech skills development

> As a kind of relaxation in the middle or at the end of the lesson, when the children are tired.

A lot of communication tasks are based on stimulation. It is an exact model of real communication, which has its basic features. They are always psychologically motivated and actual. The communicative tasks which are based on simulation are characterized by the following features;

> The action develops according to the internal rules

> The communicative tasks stimulate repetitions, which are justified by the situation

> The tasks which with any kind of practical activity are possible. All actions which are fulfilled by the pupils, determine their speech behavior

> In this tasks different fantastic characters favorite heroes of the books are widely used by children. Simulation open opportunities for development of mental activity of young pupils and their socialization.

II. RESEARCH PLAN
A. Statement of purpose

1. The goal of the research

Researcher gave detailed and full theoretical information about qualification paper in literary review. The section of research plan - statement of purpose gives detailed information about the purpose of researcher. In this section author`s purpose is told precisely. We know that everything has purpose. We mentioned that educating learners is a difficult process. We can use several methods and techniques in teaching. Qualification paper looks through theoretical and practical information about intensive method. By the literary review I achieved some goals.

First of all, I defined the advantages and disadvantages of intensive method. For example the most important advantage of intensive method is the method develops all skills of English language. On the other hand intensive method has some disadvantages. For example, we mentioned above that intensive method is a quick method by this reason some bad knowledgeable learners can`t learnt quickly.

Secondly, types of intensive method. That we know every teacher should know the usage of methods. If teacher doesn`t know how to use and when using methods these methods can`t be effective for learners. Different types of intensive method also are used in different age groups. By learning these types I learned what kind of intensive method is used in school children and higher education. For example, the "block " type of intensive method is used in higher education. Because the activities and materials belonged to this type are more difficult the other types.

Thirdly I learned the usage of intensive method in classroom. Different types of intensive method activities. For example,

communicative intensive activities, training, projective and others. I learned also brainstorming business games and any other activities.

Fourthly I learned the opinions of linguists about intensive method.

<center>The objectives of the research</center>

There are some objectives of the research. They are following:

➢ Investigate teachers activities according to intensive method and observing the usage of these activities among different classes

➢ Clarifying the importance of intensive method among teachers and pupils.

The research gave theoretical information about intensive method. The purposes of this research are followings:

➢ defining the importance of intensive method in learning English language,

➢ learning the usage of various activities depend on intensive method.

➢ Clarifying the effectiveness of intensive method activities in classroom

➢ Finding the difference between intensive method and other classical methods

In theoretical part of qualification paper I took much features about the method. While writing qualification paper also I want to find answer following questions :

➢ What kind of activities are more effective for pupils, team- based activities or individual activities?

➢ What kind of information more interesting, more pictured, more numeric or more detailed?

B. Methods

1. The subject of the research

When we went to pass our pedagogical practice, as I mentioned above, was divided into two parts passive practice and active practice.. During my active practice I observed and passed some lessons. I passed lesson with helping of my accompanied teacher Olimova Zarina. During practice I passed twenty lessons. Pupils were school children. They were studying at seventh class. We know that while English lessons pupils are divided into two groups. I passed lessons especially "7 B" and they were 15. There were seven boys and eight girls. They level were pre-intermediate and learners were national groups. During the lessons I explained theme according to plans. . While lessons I especially used cognitive code and comprehension approach. By cognitive code approach I taught children grammar rules, comprehension approach developed children`s speaking skill.

While passing lessons I especially used intensive methods. We know that intensive method consist of all classical and modern methods. For example direct method, audio-lingual method, grammar translation method, principled eclecticism method and other. During lessons I paid attention especially quick and effective learning. Moreover my qualification paper was about intensive method, usage of intensive method in education system. So that I wanted to impose my theoretical knowledge about intensive method for English lessons.

For explaining new theme I used grammar translation method according to intensive method. By this method pupils paid attention to lesson and they understood the theme easily.. Otherwise I used direct and audio- lingual method. For developing pupils speaking skill I gave different speech exercises. For example making a dialogue, to make a speech about new theme and others. While lessons I used audio-lingual

method effectively. During lessons I took dictations Moreover we saw video in lesson and after finishing video pupils wrote their opinion about video for example, heroes, events, appearance of people, their age, gender and other qualities. I can say with one word I especially used intensive methods and intensive activities in lessons.

2. The materials of the research

We can`t imagine lessons without materials. By materials teacher passes lessons enjoyable and fruitful. While lessons I used many materials. Nowadays every children pays attention modern technologies, so that teachers also use modern technologies. I made presentations for explaining new theme. While making presentations I paid attention its appearance. Because school children learn more from colorful presentations quickly. I showed these presentations by projector. For learning new vocabulary I used different pictures, after showing pictures I wrote the transcription and translation of these words. I used many cards during the lessons. Cards with pictures were used for learning new vocabulary and explaining new theme. While lessons I showed cards with pictures and told the translation of this picture. Pupils repeated the words which I said. For explaining new theme firstly I said information then I showed the pictures according to topic. Cards with question is used for checking pupils knowledge. Otherwise test papers, hand –made presentations, posters, different exercises, speaking topics, listening materials, videos were used while lessons. While lessons I gave pupils writing exercises. For example, I gave different topics for writing descriptive and narrative essay. In narrative essay they independently. I descriptive essay they describe video or pictures. Moreover I gave task writing formal and informal letter. Otherwise I gave reading exercises. In the reading exercises they should put true or false. For defining their knowledge I gave test papers. Also I gave diagrams. By diagrams they

learnt how to write diagram essay. I mentioned that pronunciation. There is special themes for pronunciation in the book for seventh grade. During these lessons I gave letters for children, they created new words and pronunciated this word according to transcription. While lessons we learnt by heart some songs. For learning the songs I found the text of songs and gave to pupils. We singed song during the lessons. By this way they learned new vocabulary, pronunciation of words, developed listening skill and these songs effected their memory. Moreover I especially used modern technology for passing lessons. I showed different video tracks for explaining new theme.

3. The procedures.

During my active practice I passed three demo lessons. I made plans for each lesson. Lessons consist of some procedures.

Lesson 1

My first demo lesson was the twenty eighth of February. I passed the demo lesson 7th G class. The theme of demo lesson was "We are going to Britain". The aim of the lesson was giving information about Great Britain, national emblems, clothes, food, capitals of Great Britain. And improve pupils` awareness about Great Britain.

Stage 1.. Teacher and pupil greeted in organizational moment.

Stage 2. After greeting I began warming up. For warming up I gave game activity. The name of game was " Yes or No". I spent five minutes for warmer.

Stage 3. Next step was checking home task. Their home task was to translate the text according to last lesson.

Stage 4. After checking their home tasks we began next step, " working in class". Firstly I explained new theme. As I mentioned new theme was "We are going to Britain " I explained new theme with presentation and pictures.

Stage 5. After explaining new theme we did some exercises for strenging new theme. Before beginning exercises pupils were divided into four groups. The name of groups was England, Scotland, Wales and Northern Ireland. First exercise was filling cross word according to given information. Group England the first and winners.

Stage 6. Second exercise was answering the questions. For this exercise I used hand made poster. In poster was stacked cards with questions. Pupils came on the blackboard and choice one card then answered the question. While answering the questions they paid attention their pronunciation. We spent twenty six minute for working in class.

Stage 7. Next step was giving homework. I gave exercise five as their home task. In the exercise they should answer questions according to passed theme. I wrote that exercise on the blackboard pupils also wrote it. For giving home task was spent one minute.

Stage 8. We know that at the end of the lesson every teacher asses pupils and after giving home task I assessed pupils marks. After my firs demo lesson I learnt many qualifications. For example teacher firs of all should pay attention to time management. If teacher doesn`t pay attention time management he or his lessons won`t be effective and fruitful.

Lesson 2

Second demo lesson also consisted some steps. Second demo lesson was passed the 15th of March. The name of theme was "Grammar exercises. Past Continuous". The lesson passed with 7 "G" class pupils. The aim of the lesson was giving information about past continuous, the usage of tense, key words and structure. The lesson was equipped with cards, pictures handouts.

Stage 1. Firstly was organizational moment. I greeted with pupils.

Stage 2. After greeting we did warming up. Pupils did game activity for warming up. The name of activity was " Finding the name". In this activity one pupil came at the blackboard and closed her or his eyes. The pupil gave one vegetable or fruit from the pocket which was placed by teacher. After then he found the name of fruit or vegetable through catching.

Stage 3. Next step was checking the home task. Their home task was exercise 3a according to last theme " Project". Pupils read their home tasks turn by turn. I spent checking home task ten minutes.

Stage 4. Next step was working in the class. in this step firstly I explained the new theme. The was explained in written and orally. Firstly they wrote the explanation of new theme in their notebooks. After writing I explained the usage, key words, and structure of past continuous. During explanation I wrote examples according to past continuous. I wrote examples for positive form, negative form and question form. While explanation I showed pictures depended on the tense.

Stage 5. The first exercise was filling the gap. I passed about past indefinite in my previous lessons. So that I wanted to repeat past simple. By this reason pupils filled the gaps with past continuous and past simple. In the exercise were given words and pupils put them according to meaning and correct form of word. We did this exercise on the blackboard and in notebooks. After finishing the exercise we did second exercise.

Stage 6. Second exercise was answering the question. We did the exercise with the helping hand made poster. Cards with questions were stickled on the hand made poster. Questions were according to past continuous tense. Pupils came at the blackboard and answered the

question turn by turn. I spent this step twenty six minutes. After finishing working in the class I passed next step.

Stage 7. Next step was giving homework. I gave to write fifteen sentences as home task. They wrote five sentence for positive form, five sentence for negative form and five sentences for question form of past continuous. I wrote their home task on the blackboard. After giving home task I did next step.

Stage 8. Next step was assessment. I asses pupils with smiles. For five I gave red smile, for four I gave blue smile and for three I gave yellow smile. One minute was spent for assessment.

Stage 9. Last step was ending of the lesson. In this step teacher and pupils said god bye each other. I put their marks in their dairy notebooks. After my second demo lesson I learnt how to evaluate and assess pupils.

Lesson 3

My third demo lesson was the 31st of March I passed the demo lesson for 7th class children. The name of last demo lesson was from Italy to Chine. Aim of the lesson were giving information about travelling especially Italy and China. Also journey of Marco Polo to China. I made a lesson plan for demo lesson. The demo lesson consisted some steps.

Stage 1. First step was organizational moment. In the step I greeted with children. For organizational moment was spent one minute. The lesson was equipped with hand made poster , computer , handouts, cards with pictures and questions.

Stage 2. After organizational moment we did warming up. I gave game activity for warming up. The name of game was train. For warming up was spent five minutes.

Stage 3. After warming up next step was checking home task. Their home task was exercise 3a. They translated the text according to theme "Project" as their home task. For home task was spent ten minutes.

Stage 4. Next step was working in class. Firstly I explained new theme. I explained new theme with helping of computer slides, additional information and with pictures. After slides I showed the pictures according to new theme especially about Morco Polo, Italy, China. For stringing new theme we did some exercises.

Stage 5. First exercise was reading exercise. In this exercise they read the text which was written in handouts and put true or false. Pupils did exercise independently. We checked the task by reading.

Stage 6. Second exercise was answering the question. We did the exercise with the helping of hand made poster. There were stickled cards with questions in hand made poster. Pupils came on the blackboard and answered the questions turn by turn.

Stage 7. After doing tasks I gave exercise four as their home task.

Stage 8. At the end of the lesson I assessed pupils. Pupils were marked with stars. For five red star, for four blue star and for three mark. For assessment was spent one minute.

Stage 9. Last step was ending of the lesson.

The analysis of the data

From the analysis of the date, it is clear that after having a lesson with above mentioned pupils the researcher found out the effectiveness of using intensive method in learning English language. Using intensive method in lessons improving pupils speaking, reading, listening, writing, vocabulary, grammar and other skills of pupils. Activities belonged to intensive method make lessons interesting and fruitful.

III. DATA COLLECTION

As aforementioned the researcher conducted an investigation to find the positives of intensive method for the improvement of English Foreign language secondary school students' reading, listening, speaking and writing skills. For doing this research I led three demo lessons. However, before conducting the lessons I paid attention both pupils and teachers weather they were based on intensive method in their lessons or not, how they considered the intensive method tasks were pivotal, and how much they were eager to utilize intensive method tasks. It can be explicitly said that, first of all, before conducting the research, participants' awareness is tested weather they know about this and if they know how is their level. In my investigation as other researchers I also followed general rules. For examining participants' knowledge and awareness about research topic I also organized a survey. For surveying teachers and pupils knowledge about intensive method I made 45 cards with three questions. For surveying I choice two group and ten teachers who passed lessons the lessons the two groups. I choice 7 " B" and 7 "G" classes. In cards were three following questions which based on intensive method

1. Do you know what is intensive method and the usage of intensive method?
2. Do you use intensive method activities in English lessons?
3. How often do you use intensive method activities and games?

Firstly I observed teachers knowledge about intensive method. I gave ten cards for teachers. But all of teachers didn`t write the answer. Nine teachers returned the card but one teacher didn`t return the card. Then I surveyed pupils knowledge. Firstly 7 "B" pupils were surveyed. Ten pupils wrote the answer but 5 pupils didn't write the answer. Secondly I gave the cards for second group. In this group 12 pupils returned cards

with answers but 8 of them didn`t write the answers. And then according to the results of survey I decided to lead my lessons and asked curriculum from the teacher and selected three themes to investigate my research topic. For choosing the themes to investigate I consulted the teacher and according to the teacher' advice I decided to lead lessons from their school curriculum in order not to waste their time. Considering abovementioned results, as before I said I selected 7 "B" class pupils. Among them 9 of them male and the rest of them female. First of all, I said them that I conducted several lessons with them on selected topics. My demo lessons were conducted on different topics, such as, "We are going to Britain", "Grammar exercises", "Travelling. From Italy to China!" and diverse days according to their dates which were given on their curriculum. After having surveyed questionnaires, I decided to take test to know pupils' knowledge in English language. The test was related to clarify their vocabulary and grammar levels. Because it is clear that without defining their vocabulary and how their grammar range level. Furthermore, it can be said that both writing and speaking are based on how to know grammar of the foreign language and lexical resource. It is difficult to conduct the lesson with appropriate exercises and data. Considering these factors, I prepared questions for pupils. It consisted of 20 questions and they were appropriate for their level. Some of the questions were taken from their book Fly High 7. It is clear from the results that most of pupils made mistakes tests which was related to grammar. By testing them I clarified my pupils' knowledge and I planned how to lead my lessons. In order to lead a lesson effectively, I asked from my cooperative teacher the topics of the current month. The reason of the fact that I did so, I wanted to take into consideration curriculum system as well and not waste the time of the lesson by giving them not related topics. For doing this, I made a lesson plan for the first

lesson according to their student's books and workbooks connecting with intensive method. If I emphasize my investigation aim, I used special intensive method exercises connected to the lessons. For instance, in my first demo lesson, I organized an intensive method activity which was called "crossword" in this activity was done in two groups. For doing that task they were divided into two groups such as "SKILFUL" and "CLEVER". I explained the rule of the exercise to pupils and they did it as a rule intensively. According to the rule, pupils did that exercises in the following way: they wrote and found the thing and names which is according to "Britain". They found the hidden words with the helping of main word " Britain". In this activity the group of "Clever" were winner because of active participation and more clear answers. In my second lesson I utilized another intensive method task to improve their grammar skill by writing exercises. It was called Filling the gaps exercise. This lesson I also considered more effective in developing writing skill of them by intensive method. All pupils attend to the lesson and almost all pupils were motivated in this lesson by complimenting of the teacher. In the third lesson of mine, I utilized another intensive method activity according to reading named "put true or false" and it was a reading exercise. That exercise was done in group. I explained the rule as follows: "as an example, firstly I read the given text. For reading I used skimming reading for giving general idea. Then I look through the given questions. There are ten sentences according to text. After looking through I translate unknown words. By this way I learn new words. Then I will find the sentences from the text. If the sentence is written correct I put true if not I put false". We spent ten minutes for this exercise. By this exercise pupils stranded the new theme. That exercise brought expected result, because students tried to read more and fluently. As before I said, while doing intensive method activity pupils

had to discuss and more debate about given issue or problems. In other words, it helped pupils to develop their communication skill by intensive method activities and exercises and nobody missed the lesson. In my third demo lesson we did also one exercise according to intensive method. The name of game was" Answering the question". This activity was individual. For doing this activity I used hand made poster. In poster described the pictures according to Italy and China. And I stacked cards with questions on it. Pupils came on the blackboard and choice one card after choosing participant answered the question. By this activity their pronunciation and reading skill is developed. In this lesson I was satisfied more rather than previous of lesson. The reason why I considered it could be more efficacious is that my experience of teaching developed and pupils' attendance and motivation improved coming to this lesson. Furthermore, they had interest to discuss and debate during the lessons and I am surely say that it is fruitful for the development of their communication skill.

IV. RESULTS AND DISCUSSION

A. Pre-presentation Results

In this section of my qualification paper, I intended to express clearly the summary of the data and the results of the analyses. I presented the summarized data in tables, graphs, and diagrams and after the demonstration of data on them, I gave commentary for each.

It is clear from the data collection section that before conducting my research by leading the demo lessons, I surveyed several pupils from the classes 7"B" and 7"G" and some teachers of the school. In my survey I handed out totally 40 questionnaires which contained 3 queries. Below I cited example from my questionnaires.

Questionnaire 1. Queries for pupils

1. Do you know what is intensive method and the usage of intensive method?
2. Do you use intensive method activities in English lessons?
3. How often do you use intensive method activities and games?

Questionnaire 2. Queries for teachers.

1. Do you know what is intensive method and the usage of intensive method?
2. Do you use intensive method activities in English lessons?
3. How often do you use intensive method activities and games?

Below you can witness the results of the questions separately. The results of three queries given for pupils:

For question №1 73% of pupils answered that they had accepted enough collaborative writing activities in the class. The teacher often asked from pupils to deal with writing collaboratively. From the pupils' answers, it can be seen that the teacher gave lots of collaborative writing exercises to the pupils.

For questions №2 52% learners answered that the teacher's technique or method in teaching-learning activity had little variations. It can be showed that They did not hear about its advantages

For question №3 70% participants answered that even if most of them could not count the pros of collaborative writing, they considered them as beneficial activities for the development of heir communication skills by them.
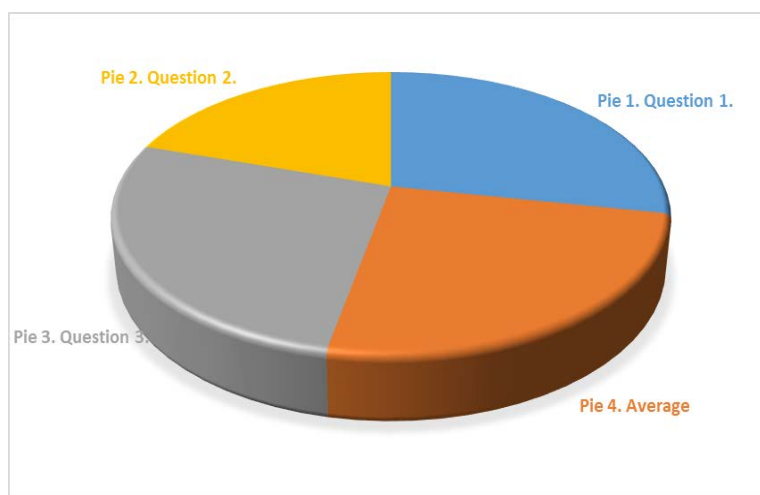

During my active practice time as I mentioned I conducted three demo lessons and some trial lessons. Before explaining about intensive method I gave activity according to intensive method. For example for my first trial lesson I gave game activity for warming up. The name of this activity "finding the name". as I mentioned above this activity belonged to third type of activities according to G. Kitaygorodskaya. For passing this game pupils divided into two groups. The first group was "Smarts" and second group was " Cleavers". In this activity based on intensive method and it developed their vocabulary. The rule of game was following: one member came on the blackboard of two groups and choice the thing from the bag. But they didn`t see what was it. the participants found the name of things by caching. First group was 8 members and second group was 7 members. First group found 5 correct

answer and second group found 4 correct answer.
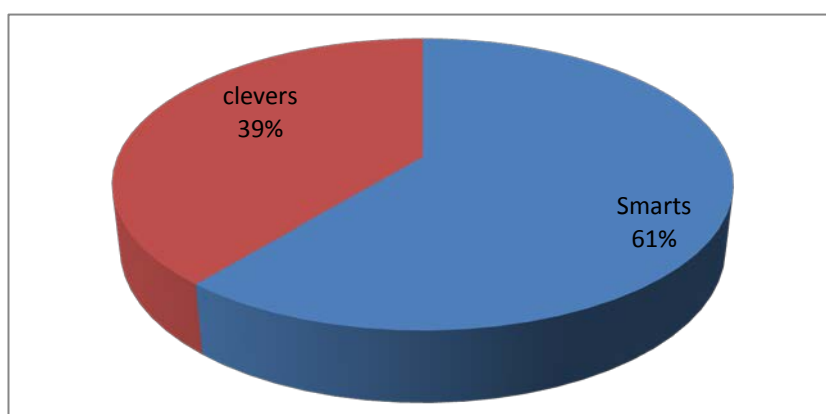
B. Post-Presentation Results.

As I mentioned in my date collection in my first demo lesson I gave crosswords as a stringing activity. It was the first exercise after explaining new intensive method. In this activity were also two group as "England and Scotland" England found 8 correct answers and Scotland found 7 correct answers the result was as following;
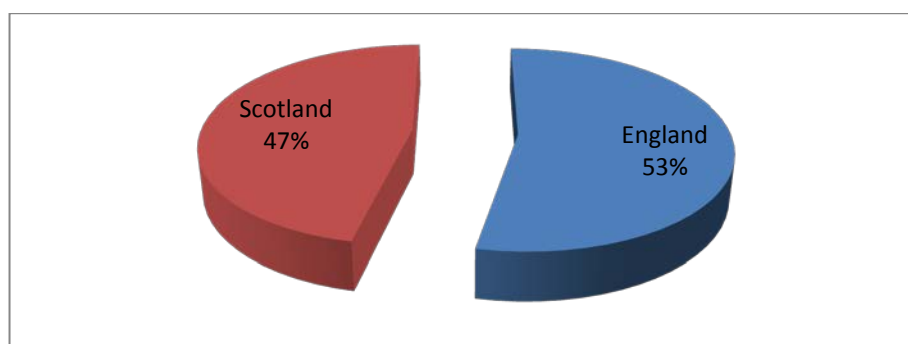
In my second demo lesson I gave exercise according to intensive method. The name of activity "Answer the questions" . I passed second demo lesson according to the theme "Grammar exercises . Past Continues". So that I wanted to give exercises according to grammar. Because the aim of the lesson was developing pupils` grammar skill. For doing the activity I used hand made poster. In this poster were stacked cards with pictures. Pupils gave one card and made a sentence according to grammar. They made the sentences for positive, negative and question form of the tense. It was a group activity. And the first group was "Smarts" and the second group was "Clever". The members of group

came on the blackboard and choice one card. Then they made sentences the passed tense. First group made 10 correct and 5 in correct sentences and second group made 13 correct and 2 incorrect sentences. The members of second group were winners. The result was below:
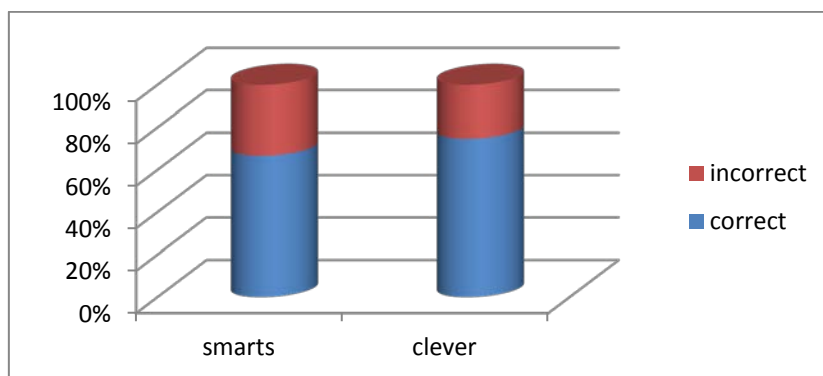

For developing their grammar skill I gave some activities while lesson. Second activity was filling the gaps. As I mentioned in data collection this activity was also group activity. Teacher dispersed handouts with sentences. They put suitable words which were written above. The name of firs group was "Adroit" and the second group was "Smart". First group wrote 9 correct and 1 incorrect answer and the second group write 7 correct and 3 incorrect answer. Result was following:

Group 1. Adroit
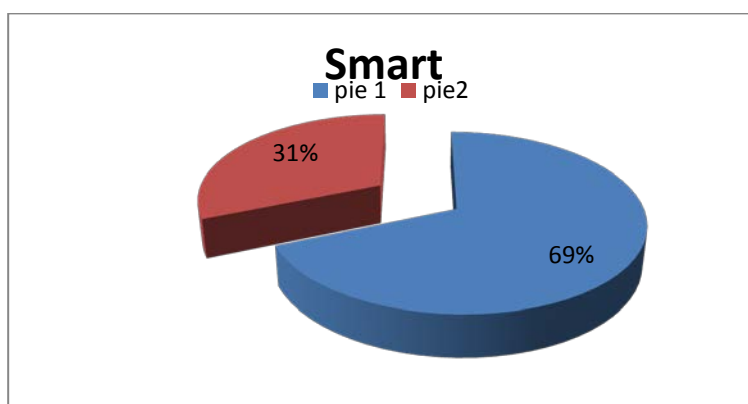
Pie 1. Who found correct answer

Pie 2. Who did not find correct answer.
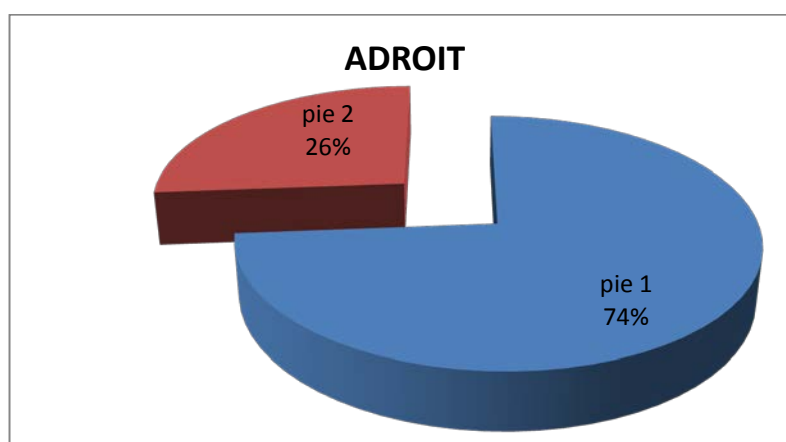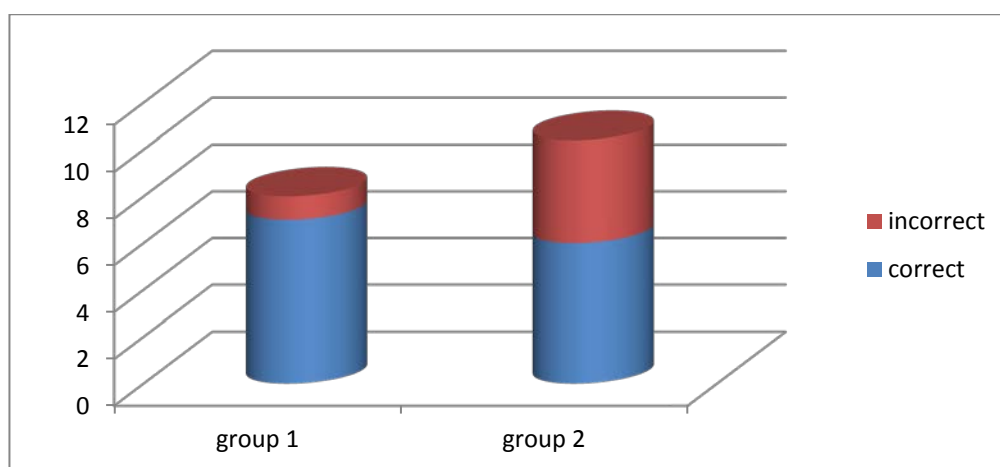

Group 2. Scotland.

Pie 1. Who found correct answer

Pie 2. Who did not find correct answer.

C. Comparative analyses of pre – test and post- test

We can see from the result pre – test results were more lower then post – test results. As I mentioned in my first trial lesson pupils played the game " finding the name". Above researcher showed the results of game. For comparing the results researcher gave that game for her first demo lesson. As researcher mentioned above pupils were divided into two groups. The first group consisted of 8 members and second group consisted of 7 members. After explaining about intensive method the results were following:

 Next exercise was crossword. The exercise was group activity. Pupils were divided into four groups. The name of groups were England,

Scotland, Wales and Northern Ireland. They sat as a circle and found the hidden words according to main word which was written in crossword. There were 10 questions. We spent 10 minutes for doing exercise. The first group found 9, second group 10, third group 8 and last group 7 correct answers. The result was following:
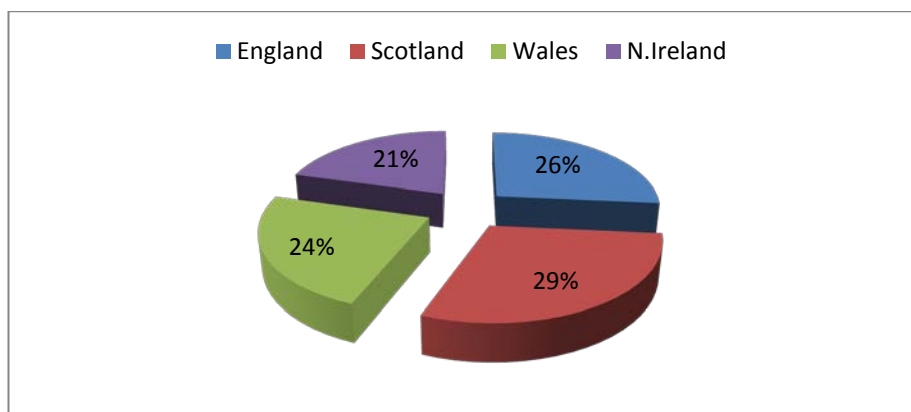
1. From the group of "Skilful"

No	Names	Marks
1	Asadova Gulmira	4
2	Aliqulova Nargiza	5
3	Bobonorov Xurshid	4
4	Baxtiyorov Ozod	5
5	Davronova Kamola	5
6	Doliyev Dilshod	4
7	Istamova Zarifa	4
8	Komilov Dilshodbek	3

2. From the group of "Clever"

No	Names	Marks
1	Latifova Ozoda	4
2	Metinov Parviz	5
3	Metinova Malika	4

4	Nasriddinova Shahzoda	5
5	Nazarov Oybek	4
6	Nizomova Gulmira	5
7	Odilova Shaxnoza	4

As researcher mentioned in her second demo lesson was about Grammar. Past continues. We saw that before explaining intensive method the results were lower. For comparing the post and pre – presentation result we did exercises according to intensive method. For example in researcher`s second demo lesson pupils did grammar exercises according to intensive method. Group consisted of 15 pupils. the exercise was individual exercise. The rule of this exercise was following: there were 15 sentences according to Past Continues. They should fill the gaps with the correct form of verbs.13 pupils wrote answers but two pupils didn`t write.The result was following:

pie 1
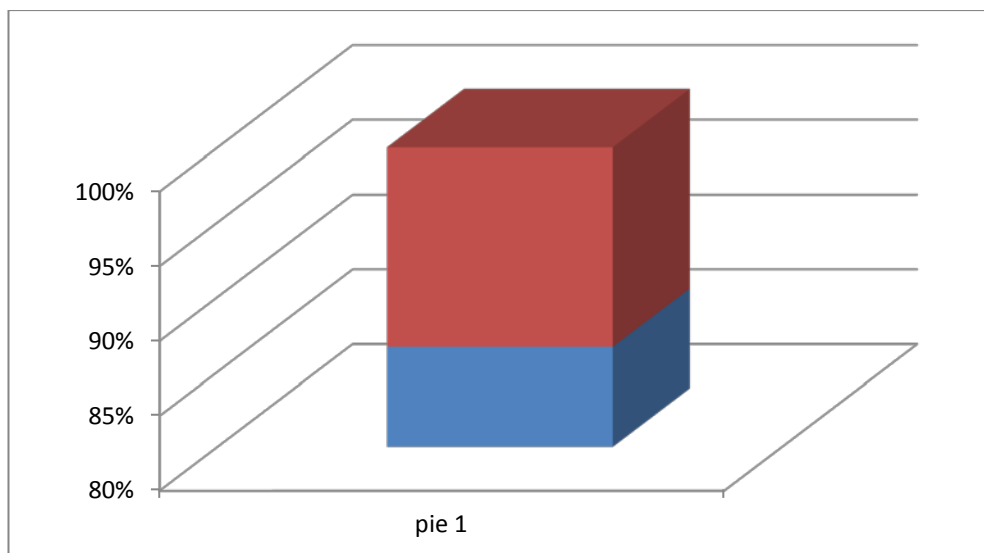
At the end of the lesson I marked them as follows:

*1. The group of "Smart"*

№	Last and first names	Marks
1	Asadova Gulmira	5

2	Aliqulova Nargiza	4
3	Bobonorov Xurshid	4
4	Baxtiyorov Ozod	5
5	Davronova Kamola	5
6	Doliyev Dilshod	4
7	Istamova Zarifa	4
8	Komilov Dilshodbek	5

2. The group of "Adroit"

No	Last and first name	Marks
1	Latifova Ozoda	4
2	Metinov Parviz	5
3	Metinova Malika	5
4	Nasriddinova Shahzoda	5
5	Nazarov Oybek	4
6	Nizomova Gulmira	4
7	Odilova Shaxnoza	3

Third demo lesson was about travelling, China, Morco Polo, and Italy. In this demo lesson I used many intensive method activities. For example, for warming up we played a game. The name of game was " Train". The rule of a game was following; I divided pupils into two groups. First group consist of 7 members second group consist of 8 members. The name of first group was "Italy " and the name of second group was "China". They stayed as a train and said the names of cities and countries to his or her group mate which stand next to him or her. The

last participant said the countries and cities which his or her group mates told turn by turn. The first group said 5 cities and countries and participant left 2 names which participant`s group mates told. The second group told seven names but they left 1 name. result was following;
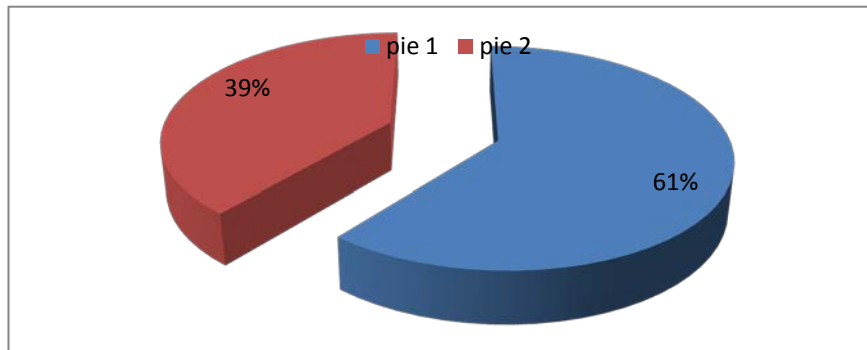
Group 1. China

Pie 1. Saying countries and cities

Pie 2. Leaving countries and cities
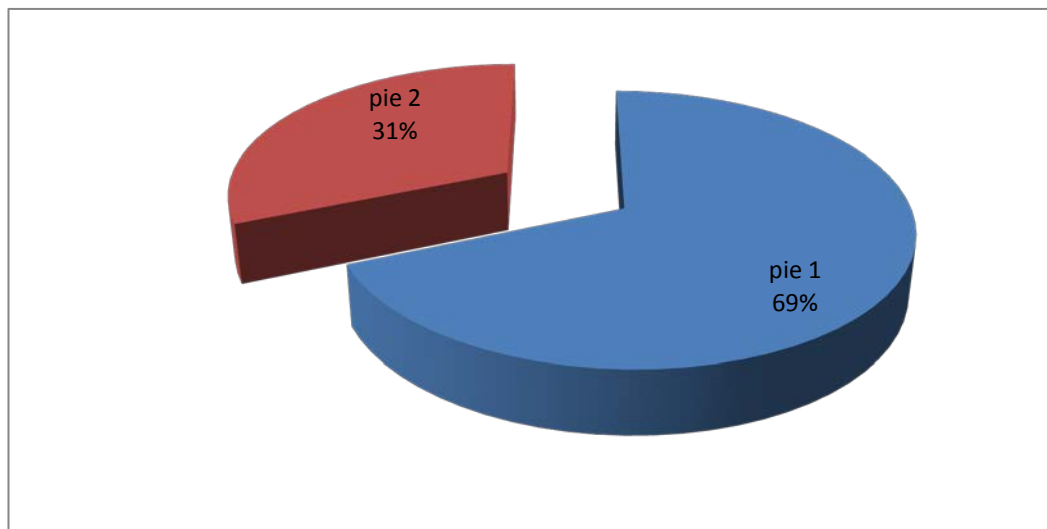
Group 1. Italy

Pie 1. Saying countries and cities

Pie 2. Leaving countries and cities

Next exercise was also according to intensive method. As I mentioned in data collection I gave reading exercise for stringing new theme. They put true or false in this exercise. The firs group found 8 correct and 2 incorrect answers. The second group found 7 correct and 3 incorrect answers. The result was following.
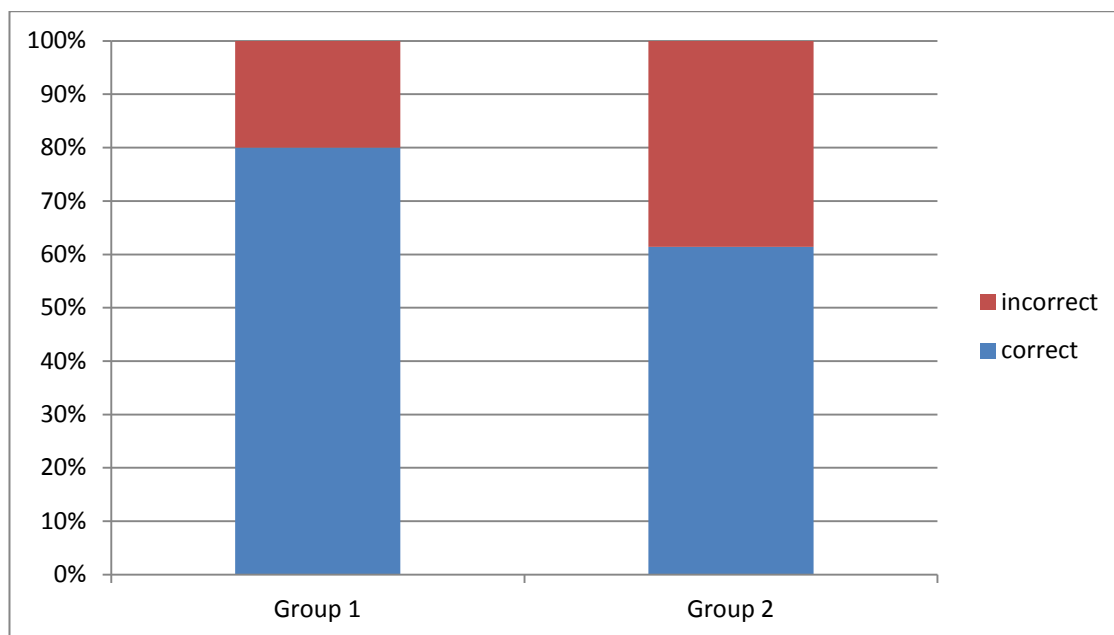
I presented also third of my lesson to demonstrate their results of participation how my lesson was effective to develop their communication skill by using intensive method exercises.

1. From the first group

№	Last and first names	Marks
1	Asadova Gulmira	5
2	Aliqulova Nargiza	4
3	Bobonorov Xurshid	4
4	Baxtiyorov Ozod	5
5	Davronova Kamola	4

6	Doliyev Dilshod	4
7	Istamova Zarifa	5
8	Komilov Dilshodbek	5

2. From the second group

No	Last and first name	Marks
1	Latifova Ozoda	5
2	Metinov Parviz	5
3	Metinova Malika	4
4	Nasriddinova Shahzoda	5
5	Nazarov Oybek	4
6	Nizomova Gulmira	4
7	Odilova Shaxnoza	4

We can see from the result comparing by intensive method pupils knowledge improved.

D. Answers for research question.

Above researcher gave the results of her practice lessons and activities. We know that, before beginning some action or some events doer plans and has purposes. As I mentioned statement of purpose I have following purposes:

 ➢ defining the importance of intensive method in learning English language,
 ➢ learning about dependence of intensive method other classical and modern methods (grammar translation, direct, audio lingual and e.t.c)
 ➢ the usage of intensive method in classroom and in all education system

- learning the usage of various activities depend on intensive method.
- Clarifying the effectiveness of intensive method activities in classroom
- Finding the difference between intensive method and other classical methods
- What kind of activities are more effective for pupils, team-based activities or individual activities?
- What kind of information more interesting, more pictured, more numeric or more detailed?
- The usage of intensive method according to dependence with other methods and etc.

I obtained my purposes during my practice time. For example, I want to define the importance of intensive method. As I mentioned above intensive method is one of the important method in education system. We can see this features from the results and lessons` process. I used many methods during the lessons. But no one of them gave waiting result. By intensive method we can teach children effectively and quickly. We can see this feature from activity results. In my first demo lesson we did the activity " finding the name" according to intensive method. The result was 85%. It is the good result. By this way we can see the importance of intensive method in education process. My second aim is learning dependence of intensive method with other methods. I said that I used different methods during the lesson. We can`t imagine intensive method without other methods. For example, in my first demo lesson I explained the new theme with grammar translation method belongs to intensive method. Firstly I explained new theme in English then translated into native language. By this way pupils understand the theme easily. So that we can not separate intensive method with other

methods. Everyone have practical and theoretical knowledge. If teacher or learner don`t know the usage of the theoretical knowledge, this knowledge can not be effective. For this reason I want to learn usage of intensive method in classroom and in all education system. We know that intensive method very effective method. My next is learning many activities according to intensive method. I mentioned above that by literary review I got many theoretical knowledge about intensive method. Researcher`s last section of literary review is about. There are written many examples for intensive method activities. For example, brainstorming, communicative activities, training activities, say it again , telephone game and others. During my practice time I used many games and activities. For example as I mentioned above we did the game for warming up according to intensive method. The name of game was the "Train" . by this activity pupils pronunciation and memory abilities was developed. The result of this game was 80% for first group and 60% for second group. I obtained my aim during searching and practice time.

V. FINAL REFLECTION

To sum up the research the writer wants to say that it is very important to teach English language to pupils from the very beginning of their learning. As we have said learners are transplanted to a foreign environment and pick up the local language with apparent ease. Teenagers are also can be taught in spite of their age. In research there were described intensive method the usage of intensive method, dependence of intensive method with other classical and modern methods, advantages and disadvantages of intensive method, the usage of intensive method in classroom and other features. In research described the types and usage of intensive method types of intensive activities. There is also a big sum of different activities, which are very useful for every English teacher, who works with elementary learners, pupils and teenagers.

There was used different intensive method activities and various games from different English books for teachers, materials from Uzbek and English scholars. They are theoretical and practical, such as descriptions of different real objects, activities with intensive method. For example, different handouts, videos, slide hand made posters and other materials

After going through the related literature, it is obvious that the use of intensive method and activities in English language teaching is supported by many researchers. They regard the use of this type of materials as a useful means to motivate learners, arouse their interest and expose them to real language they will face in the real world. In addition, intensive method activities encourage learners to learn a particular language successfully, because they notice they are dealing with the language in real life. According to some scholars intensive method helps to motivate learners learn the language by making them feel they are learning the

"real" language. In addition, some linguists state that one of the most important advantage of utilizing intensive method and activities , is that it increases learners' motivation and reflects positively on their learning process. Still, some researchers are against the use of intensive method and activities in the classroom, because they believe that they might be too quickly biased and there is no rules for using intensive method. This might frustrate learners. In spite of this negative view, the advantages of using intensive method   in teaching learners in English language classrooms, outhweigh the disadvantages, and they are still a vital method in order to support their learners' language learning process, as proven by a number of researchers. We have viewed such methods as The Direct Method, which is based on questioning; The Grammar Approach, which is based on group work and work in pairs; Penny Ur's activities, which include brainstorming activities, organizing activities, and compound activities. After such researching work we have been convinced of actuality of this theme because when a teacher comes to the class of beginners he does not know what to start with, how to work with those who know nothing about English. And a lot of researchers and pedagogies found and write different techniques for us, specialists, to help us in working with beginners. Learning language is important and difficult process, which should be learned how to teach it to learners at the elementary stage of English teaching. The fluency activities proved to be essential while practicing fluent conversation to prepare pupils for the real English world. On the other hand, the accuracy activities focused on speech with the help of the new technologies such as interesting and motivational activities and due to them the learners were given the opportunity to practice the correct use of foreign language. Since using various types of activities proved very beneficial in the classes with intensive method and real intensive method activities, the researcher

would like to recommend them to all teachers whose aim is to improve their learners´ various skills in English language. The current study aims at studying the use of intensive method in teaching English language as a motivational strategy to develop learners' language proficiency of pupils. To test this hypothesis we divided it into three hypotheses: the first one is if teacher uses аштеутышму ьуерщв фсешмшешуы, the researcher would investigate pupils' language proficiency, and the second one is if teacher relies on creative approach in using intensive method , she will motivate learners to promote their degree of their competency. The third one is if the students are exposed to intensive method , they will be involved meaningfully in the target language, and develop their self–confidence. Basing our research on investigating these hypotheses, we begin by a section of theoretical review composed of a chapter1 what is intensive method concerning intensive method and types of intensive method: their definitions , their advantages, their types, we specify in the second part of this chapter ,the usage of intensive method in education system. Starting by the lack of materials, the time allotment, the overcrowded classrooms. Which type of intensive method is used in different ages. Moreover, using real life activities such as role play, songs and music, group work, discussion appear to be significantly motivational for pupils to learn English language. The last chapter is devoted to the practical study which is in turn is divided into three main parts: the researcher's main investigation, its results, and its discussion, and the teacher's main investigation, its results and its discussion in addition to the classroom observation. Teachers and pupils' questionnaire help us in presenting some pedagogical suggestion. We conclude this study by confirming the hypotheses. Intensive method activities are of almost importance in EFL classes. Developing language skill is one of the duties that has to

conducted by teachers of English to improve their pupils' language proficiency in English and this study was set to investigate the main challenges that face many teachers in EFL classes as well as learners: the overcrowded classes; the importance of materials; and the limited time decrease the students' development in learning language who themselves suffer the psychological problems as anxiety; losing face in addition to their learning language ability which is not really fluent and accurate no one can deny that students do not speak unless they are motivated . Moreover, using real life activities such as role play , songs and music, group work and discussion are so motivational for the students to speak and creates the interaction among them. As a final point, the present final qualification has shed some lights on the significance of using authentic materials in fostering motivation on learners for bettering proficiency in learning English language and it may be supported by further research for the sake of improving learning and teaching at the level of the school.

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APPENDICES

Appendix 1.

Lesson plan 1.

Date: 28th of February

Course: 7gth class children

Teacher of the class: Maxmudova Saodat

Theme: " We are going to Britain

Aim of the lesson: giving information about Great Britain ,national emblems of great Britain clothes foods . And also improve students' awareness about Britain

Equipments: Blackboard, chalk, handouts and special book for 7th class, computer, pictures, cross word, cards with question.

Composition of the lesson:

- Organizational moment- 1 minute
- Warmer: (yes, no game) - 5 minutes
- Checking the homework (to translate text) -10 minutes
- Working in the class- 26 minutes
- Crossword. To write answers
- Choice one card and answer the question.
- Homework: (Read and writing essay about Great Britain) - 1 minute.
- Assessment (Marking the pupils according their participation for homework and lesson activities) - 1 minute.
- Ending of the lesson – 1 minute.

Step	Name of the step	Time	Teacher	Pupil	Blackboard
1.	Organizational moment	1 minutes	Good morning students. Sit down. How are you? Who is on duty today? All right, What date is it today? What day is it today? What is the weather like today? Who is Epson today?	Good morning, teacher. We are fine Thank you I am on duty today. Today is the 28thof February. Today is Wednesday . Weather is cool. All are present today.	28th of February.
2.	Warmer	5 minutes	1. playing games. "yes no activity" In this game one student comes to blackboard	The pupil gives questions. Others say yes or no. if it is true they say yes if it	

			teacher shows different pictures the children should find what is it. But pupil doesn`t see the picture. Pupil should find the name of thing by giving questions.	doesn`t true they say no. For example am I vegetable and the standing pupil finds the name of picture.	
3.	Checking the homework	15 minutes	Now, I will check your homework. What was your home task for today ?	Our homework was to translate text according to " I won`t stay in town".	Homework was to do ex 3 on page 59 belong to I won`t to stay in town.
4.	Working in the class	26 minutes Open your notebooks	Now I'll explain the new theme and then we	Pupils do exercises according to we are going	Theme: We are going to

		and books on page 60.	shall do some exercises.	to Britain.	Britain.
	Stronging the theme.		Crossword. Pupils should fill crossword. Second is answering questions which given on the blackboard	Pupils should write answers and answer questions orally which given in second exercise.	
	Homework	3 –minutes	Exercise 5 to write answers.		Ex: 5on page 61
	Assessment	5 –minutes	I will mark you according to your homework and participation during the lesson.	Thank you for the lesson. Thanks in advance	
	Ending of the lesson	2 –minutes	so, the lesson is	Good bye our dear	ex 5

			over.	teacher	
			Stand up.		
			You are free.		
			Good bye!		

Lesson Plan 2.

Date: 15th of March

Course: 7gth class children

 Teacher of the class: Maxmudova Saodat

Theme: Grammar exercises. Past continous

Aim of the lesson: giving information about Past continuous, its usage , key words and structure

Equipments: Blackboard, chalk, handouts and special book for 7th class, computer, pictures, cards with question.

Composition of the lesson:

- Organizational moment- 1 minute
- Warmer: (finding name) - 5 minutes
- Checking the homework (ex 3a) -10 minutes
- Working in the class- 26 minutes
- Task according to past continuous filling the gaps.
- Choice one card and answer the question.
- Homework: (writing 15 sentence according to past continous) - 1 minute.
- Assessment (Marking the pupils according their participation for homework and lesson activities) - 1 minute.
- Ending of the lesson – 1 minute.

Step	Name of the step	Time	Teacher	Pupil	Blackboard
1.	Organizational moment	1 minutes	Good morning students. Sit down. How are you? Who is on duty today? All right, What date is it today? What day is it today? What is the weather like today? Who is epson today?	Good morning, teacher. We are fine Thank you I am on duty today. Today is the 15thof March. Today is Thursday . Weather is cool. All are present today.	15th of March.
2.	Warmer	5 minutes	1. playing games. "finding name " In this game one student comes to blackboarda	Pupil gives bone thing and finds the name of thing by touching.	

			nd give one thing from box but the pupil doesn`t see this thing. He or she should find the name of thing by touching.		
3.	Checking the homework	10 minutes	Now, I will check your homework. What was your home task for today ?	Our homework was exercise 3 according to theme project. To put true or false at the end of sentences	Homework was ex 3 on page 62 belong to Project.
4	Working in the class	26 minutes	Now I'll explain new theme and then we shall do some exercises according to	Pupils do exercises according to grammar exercises especially past	Theme: Grammar exercises. Past continuous.

			new theme.	continuous.	
	Stronging new theme.		Filling the gaps. Pupils should fill given gaps with correct form of tenses. Second is answering questions which given on the blackboard	Pupils should fill the gaps and answer questions orally which given in second exercise.	
	Homework	1 –minutes	Exercise 4 on page 64.		Ex: 4on page 64
	Assessment	1 –minutes	I will mark you according to your homework and participation during the lesson.	Thank you for the lesson. Thanks in advance	

5.	Ending of the lesson	1 –minutes	so, the lesson is over. Stand up. You are free. Good bye!	Good bye our dear teacher	ex 5

Lesson Plan 3.

Date: 31st of March

Course: 7th class children

 Teacher of the class: Maxmudova Saodat

Theme: "From Italy to China"

Aim of the lesson: giving information about different countries especially Italy and China. About Marco Polo and his journey

Equipments: Blackboard, chalk, handouts and special book for 7th class, computer, pictures about countries, cards with question

Composition of the lesson:

- Organizational moment- 1 minute
- Warmer: (finding name) - 5 minutes
- Checking the homework (ex 3a) -10 minutes
- Working in the class- 26 minutes
- Task according to past continuous filling the gaps.
- Choice one card and answer the question.
- Homework: (writing 15 sentence according to past continous) - 1 minute.
- Assessment (Marking the pupils according their participation for homework and lesson activities) - 1 minute.
- Ending of the lesson – 1 minute.

Step	Name of the step	Time	Teacher	Pupil	Blackboard
1.	Organizational moment	1 minutes	Good morning students. Sit down. How are you? Who is on duty today? All right, What date is it today? What day is it today? What is the weather like today? Who is epson today?	Good morning, teacher. We are fine Thank you I am on duty today. Today is the 31st of March. Today is Thursday . Weather is cool. All are present today.	31st of March.
2.	Warmer	5 minutes	Playing game. Pupils are divided into two groups by teacher. They stands as train and	Pupils tell the name of countries turn by turn and last pupil tells all countries which told	

			say the name of country turn by turn. They should remember every country and last pupil tells all countries which told by group members.	by group members.	
3.	Checking the homework	10 minutes	Now, I will check your homework. What was your home task for today ?	Our homework was exercise 4 according to theme revision. putting true or false at the end of sentences	Homework was ex 3 on page 68 belong to revision.
4	Working in the class	26 minutes	Now I'll explain new theme and then we shall do some	Pupils do exercises according to theme "From Italy	Theme: " From Italy to China"

			exercises according to new theme.	to China.	
	Stronging new theme.		Filling the gaps. Pupils should fill given gaps with correct form of tenses. Second is answering questions which given on the blackboard	Pupils should fill the gaps and answer questions orally which given in second exercise.	
	Homework	1 –minutes	Exercise 4 on page 64.		Ex: 4on page 64
	Assessment	1 –minutes	I will mark you according to your homework and participation during the	Thank you for the lesson. Thanks in advance	

			lesson.		
5.	Ending of the lesson	1 –minutes	so, the lesson is over. Stand up. You are free. Good bye!	Good bye our dear teacher	ex 5

Appendix 2. Questionnaire

1. Do you know what is intensive method and the usage of intensive method?
2. Do you use intensive method activities in English lessons?
3. How often do you use intensive method activities and games?