

**THE EFFECTIVENESS OF THE LANGUAGE IMMERSION METHOD
IN LEARNING ENGLISH SPEAKING SKILLS FOR
INTERMEDIATE LEARNERS**

Xo'jaqulova Gulmira

Qurbonova Rohila

Students of Termez state university faculty of foreign philology

Babaqulov Oydin

Scientific advisor, teacher of Termez State University

Abstract: This article discovers effective approach in learning English speaking skills. There is also talk about new techniques and methods used in learning English.

Keywords: language immersion, foreign language, English, language learning, immersion method, mother tongue, learning process, learner, communicative method.

Everything is changing rapidly in the modern world. The methods of learning English are also changing. More and more educational centers use video materials, multimedia, role-playing games in their work. It is believed that learning a language will be effective only if a person enjoys the process itself, and does not motivate himself only by the fact that learning a language is a necessity. The main goal of learning English is not only the formation and development of the communicative culture of people studying the language, but also their teaching the practical mastery of the English language. Now language teaching has become more applied, while earlier it was more theoretical in nature. Currently, more and more teachers are using new methods of learning a foreign language that can be more effective. One of the most advanced methods of learning a foreign language is the language immersion method. Language immersion program as an experimental teaching method. The germ of the idea of the method of language immersion was used by the German teacher Berlitz, who specifically avoided using his native language in teaching. In his classes, he insisted that students talk more precisely in the language being studied, and thus learned vocabulary and grammar without memorizing rules and words. The term immersion appeared in the 60s of the last century in Canada. Due to the two official languages in this country, many Canadians have had difficulty applying for jobs or communicating on a daily basis. For example, in schools, English-speaking children were taught in French and vice versa. As a result, a method of immersion in the language environment has emerged, when a teacher teaches or speaks out instructions in a lesson in a non-native language. A foreign language begins to be perceived as a native one. The language immersion method is a method of teaching a second language (not necessarily 'foreign' for students), in which the teacher voices the tasks in the lesson in the second language of the students. In accordance with the immersion methodology, English should be the only means of communication between teacher and students. The main overriding goal of this program is to develop language skills in children whose first language is not English. The characteristic features of the immersion method are the following:

- focus on mastering foreign oral speech;

- creating an atmosphere of immersion in the atmosphere;
- activation of the reserve capabilities of the individual;

There are several degrees of immersion in the language environment, depending on the age of the students and the time spent on learning the language. Full immersion, where students devote 100% of their time to a foreign language. With this type, the ability to conduct spontaneous dialogues appears. Partial immersion, where 50% of the study time is spent on language learning. Much attention is paid to knowledge of the country of the target language. Application of the immersion method in practice: methods and techniques The basis of the immersion method is to use vocabulary and listening comprehension, which is the main barrier for students in a modern school. Therefore, it is necessary to apply various techniques to help create a comfortable environment in the classroom and the team. As you know, the environment strongly affects the state of a person, his mood, efficiency, self-confidence, creative generation of ideas. To create a comfortable environment for communication, it is necessary to allow students to choose their own place, as well as the whole classroom should be open to: colorful design, circular arrangement of seats, etc. In practice, the language immersion method differs in terms of the mass of parameters from other methods teaching foreign languages that are currently used. With this method, new principles of selection and organization of speech and linguistic material should be applied, of which the leading ones are activity, personality-role, situational-thematic principles In the process of teaching a foreign language, it is necessary to show students how to use their competences in their native language when studying a foreign language, it is necessary to form and improve the educational skills common for the native and foreign languages related to the implementation of oral and written tasks according to the textbook, grammar reference. When applying the method of language immersion, a modern teacher should consider in their lessons such an aspect as a language barrier - not the ability to speak a foreign language. To put their knowledge into practice, students must practice hard, gradually overcoming the anxiety that prevents them from concentrating. The teacher, on the other hand, must create comfortable conditions for communication and make up for the lack of a natural foreign language environment. In the classroom, it is necessary to apply the communicative method, which ensures active participation in the lesson of each student, stimulates verbal communication, contributes to the formation of interest and the desire to learn a foreign language. The most common means are play, situation, poetry and songs. The communicative method is set up to overcome the problem of the language barrier, since it combines translation and grammar exercises with speech exercises. The main feature is that students have the maximum motivation to articulate everything that is being studied. Pupils should more often observe live communication in order to understand that the language they are learning is alive, that the same people communicate in it. Audiovisual teaching aids - films, recordings of radio and television programs, etc. can help students with the history and culture of the country of the target language, help to visualize and comprehend the phenomena of nature and social life. The rational use of audiovisual aids helps to fill the lack of a foreign language environment in English lessons at both beginners and advanced levels. The systematic introduction of video materials into the learning process allows children to practice their speech more, contributes to the

creation of comfortable conditions for overcoming the 'language barrier'. Pros and Cons of Using Language Immersion Numerous studies have shown that bilingual children generally have higher IQs compared to monolingual children. Such children have much better developed memory, attention, thinking, they have great mathematical abilities. Language immersion leads children to become bilingual. Students in language immersion classes excel in other academic subjects as well as students in regular classes. In addition, a second language learned at an early age helps to learn new foreign languages. Language immersion is often categorized as an intensive language learning method. It is possible in a short time to learn to master the basic vocabulary, but psychological discomfort is possible, since during the lesson the student is obliged to refuse to use his native language. The immersion method helps you achieve tangible results. The fear of starting communication gradually disappears, the learning process becomes more exciting, students are motivated to learn all the subtleties of the language. Educators using this method note that the immersion method is effective only if students have a desire to learn the language. This method provides a person's ever-increasing self-confidence and facilitates the transition from learning to self-learning.

REFERENCES:

1. K. Zakiryanov In the conditions of active bilingualism / K. Zakiryanov // Public education. - 1998 - No. 5 - P. 74–75.
2. Kitaigorodskaya G.A. Intensive training. Theory and practice. - М.: Higher school, 2009 . 280s.
3. Lisichkina T. A., Plotnikova L. A., Selmentova Yu. V., Koloss N. M. The use of innovative technologies in English lessons: Materials of the NPK "Improving the quality of teaching a foreign language in the context of the implementation of the concept of modernization of education." - Kazan: RIC "School", 2007.
4. Малкина Н. А. Коммуникативные трудности на занятии английским языком и пути их преодоления — Сборник научно-методических статей. СПб.: «Детство-ПРЕСС», 2004, с. 49–63.
5. Shatilov S. F. Methods of teaching English in secondary school. - М.: Education, 1996 .- 203 p.