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SPECIFIC METHODS OF INTENSIVE TEACHING OF THE UZBEK LANGUAGE TO FOREIGN LEARNERS

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Abstract

This article examines specific methods of intensive teaching of the Uzbek language to foreign learners in the context of pedagogical higher education. The study focuses on methodological approaches that accelerate learners' communicative competence through active speech practice, contextual vocabulary acquisition, cultural adaptation, and task-based interaction. Intensive Uzbek language instruction requires not only the rapid formation of grammatical and lexical skills but also the development of practical communication abilities in real social, academic, and professional situations. Therefore, the article emphasizes the importance of communicative exercises, situational dialogues, audio-visual materials, repetition techniques, language immersion elements, and culturally oriented tasks. Special attention is given to the role of national-cultural content, pronunciation practice, phraseological units, and everyday speech patterns in helping foreign learners understand Uzbek linguistic identity. The findings suggest that intensive methods become more effective when they combine traditional explanation with interactive, digital, and student-centered technologies. Such an approach increases motivation, reduces language barriers, and creates favorable conditions for the successful acquisition of Uzbek as a foreign language.

Keywords: Intensive teaching, Uzbek language, foreign learners, communicative competence, language immersion, cultural adaptation, vocabulary acquisition, interactive methods.

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Introduction

XORIJLIKLARGA O‘ZBEK TILINI INTENSIV O‘RGATISHNING O‘ZIGA XOS USULLARI

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Annotatsiya

Ushbu maqolada xorijliklarga o‘zbek tilini intensiv o‘rgatishning o‘ziga xos usullari pedagogik oliy ta‘lim kontekstida tahlil qilinadi. Tadqiqotda o‘quvchilarning kommunikativ kompetensiyasini tezkor rivojlantirishga xizmat qiluvchi faol nutq amaliyoti, kontekst asosida lug‘at boyligini shakllantirish, madaniy moslashuv va topshiriqqa yo‘naltirilgan muloqot usullariga e‘tibor qaratiladi. O‘zbek tilini intensiv o‘qitish jarayonida nafaqat grammatik va leksik ko‘nikmalarni qisqa muddatda shakllantirish, balki real ijtimoiy, akademik va kasbiy vaziyatlarda amaliy muloqot qilish malakasini rivojlantirish muhim ahamiyat kasb etadi. Shu bois maqolada kommunikativ mashqlar, vaziyatli dialoglar, audio-vizual materiallar, takrorlash texnikalari, til muhitiga yaqinlashtirish elementlari hamda madaniy mazmundagi topshiriqlarning ahamiyati yoritiladi. Shuningdek, milliy-madaniy mazmun, talaffuz mashqlari, frazeologik birliklar va kundalik nutq namunalarining xorijiy o‘rganuvchilar tomonidan o‘zbek tilining lingvomadaniy xususiyatlarini anglashdagi o‘rni ko‘rsatib beriladi.

Kalit so‘zlar: intensiv o‘qitish, o‘zbek tili, xorijiy o‘rganuvchilar, kommunikativ kompetensiya, til muhitiga moslashuv, madaniy moslashuv, leksikani o‘zlashtirish, interaktiv metodlar.

Introduction

The teaching of Uzbek as a foreign language has become increasingly important in the context of expanding academic, cultural, economic, and interpersonal relations between Uzbekistan and the international community. Foreign learners who study Uzbek often need to acquire the language within a limited period of

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time in order to communicate in everyday situations, participate in educational programs, conduct research, work in professional environments, or understand the cultural life of the country. For this reason, intensive teaching methods are especially relevant, because they are aimed at developing practical communicative skills in a shorter time than traditional long-term language courses. Intensive instruction requires a carefully organized system in which vocabulary, grammar, pronunciation, listening, speaking, reading, and writing are taught in close connection with real communication.

Uzbek has its own phonetic, lexical, grammatical, and cultural features that may create both interest and difficulty for foreign learners. For example, vowel harmony elements, specific sounds, agglutinative word formation, case forms, postpositions, possessive constructions, and sentence structure require systematic explanation and regular practice. At the same time, Uzbek speech etiquette, forms of address, proverbs, idiomatic expressions, national realia, and culturally marked lexical units are closely connected with the worldview and social behavior of Uzbek speakers. Therefore, intensive teaching should not be limited to memorizing words and grammatical rules. It should help learners understand how the language functions in real communicative situations and how linguistic forms reflect cultural meanings.

In pedagogical practice, intensive teaching is usually based on active participation, frequent repetition, contextual learning, and the creation of a near-natural language environment. Foreign learners acquire Uzbek more effectively when they are placed in communicative situations where they must use the language to solve practical tasks. These tasks may include introducing oneself, asking for directions, buying goods, discussing academic topics, describing family and daily routines, expressing opinions, and participating in simple professional conversations. Such activities reduce psychological barriers and encourage learners to move from passive knowledge to active speech production.

Another important feature of intensive Uzbek language teaching is the integration of audio-visual, digital, and interactive materials. Video dialogues, recordings of native speakers, mobile applications, online dictionaries, multimedia presentations, role-playing tasks, and virtual communication

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platforms can enrich the learning process and support different learning styles. Digital tools are particularly useful for pronunciation practice, vocabulary revision, listening comprehension, and independent work outside the classroom. However, these tools are effective only when they are methodologically connected with the goals of the lesson and supported by teacher guidance.

The relevance of this topic is also determined by the need to prepare future teachers and language specialists who can organize Uzbek language instruction for foreign learners on a scientific and methodological basis. Pedagogical universities play an important role in developing such approaches, because they train specialists who understand both linguistic theory and teaching practice. The effectiveness of intensive instruction depends on the teacher's ability to select appropriate materials, organize communicative tasks, consider learners' linguistic backgrounds, and combine national-cultural content with modern educational technologies. Thus, the study of specific methods of intensive teaching of Uzbek to foreign learners is significant for improving language education, strengthening intercultural communication, and promoting the Uzbek language in the international educational space.

Methods

This study is based on a methodological analysis of intensive approaches to teaching Uzbek as a foreign language to foreign learners. The research relies on the principles of communicative language teaching, task-based learning, contextual vocabulary development, cultural adaptation, and student-centered instruction. Since the main purpose of intensive teaching is to form practical communicative competence within a limited period, the methodological framework of the study focuses on the interaction between linguistic material, speech practice, learner motivation, and cultural content. The study considers intensive Uzbek language instruction not only as a process of rapid knowledge acquisition but also as a system of organized pedagogical actions aimed at activating learners' speech activity.

Theoretical analysis was used to examine scientific and methodological literature related to foreign language teaching, Uzbek language methodology, intercultural communication, and intensive education. Through this analysis,

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key concepts such as communicative competence, language immersion, lexical minimum, speech situation, cultural realia, and active vocabulary were clarified. Special attention was paid to the specific structure of the Uzbek language, including its agglutinative nature, case system, possessive forms, postpositions, word order, and pronunciation features. These linguistic characteristics were considered important factors in selecting appropriate teaching methods for foreign learners.

A comparative methodological approach was also applied in order to identify the difference between traditional and intensive forms of instruction. Traditional Uzbek language teaching often gives priority to gradual grammar explanation, translation, and written exercises. Intensive teaching, however, requires frequent oral practice, immediate use of vocabulary in context, repetition in different communicative situations, and the integration of listening, speaking, reading, and writing. Therefore, the study analyzed how grammatical structures can be introduced not as isolated rules but as functional speech models used in everyday and academic communication. For example, forms of greeting, request, agreement, disagreement, explanation, and evaluation were treated as practical units of instruction.

The empirical aspect of the study was modeled through classroom observation, analysis of lesson scenarios, and evaluation of learner activities commonly used in intensive courses. The focus was placed on how foreign learners respond to role-playing, situational dialogue, question-answer chains, audio-visual tasks, pronunciation drills, vocabulary cards, mini-projects, and group work. These methods were examined from the perspective of their ability to reduce language anxiety, increase speech frequency, and support the transition from receptive understanding to productive communication. In this process, the teacher's role was considered as that of an organizer, facilitator, corrector, and cultural mediator.

The study also used a linguocultural approach, because Uzbek language learning is closely connected with the understanding of national traditions, etiquette, values, and everyday social behavior. For this reason, teaching materials were analyzed according to their cultural relevance. Texts, dialogues, proverbs, phraseological units, names of national dishes, family relations, holidays, forms

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of respect, and patterns of hospitality were viewed as important components of intensive instruction. Such materials help foreign learners understand not only the meaning of words but also the cultural situations in which these words are used.

In addition, digital and multimedia tools were considered as methodological resources for intensive learning. Audio recordings of native speakers, short videos, interactive exercises, online dictionaries, electronic flashcards, and mobile platforms can support independent learning and increase the amount of language contact outside the classroom. The study emphasizes that digital tools should not replace direct communication but should strengthen classroom activities through additional listening, repetition, pronunciation practice, and vocabulary consolidation. Thus, the methods of the study combine theoretical analysis, pedagogical observation, comparative evaluation, and linguocultural interpretation to determine effective ways of intensive Uzbek language teaching for foreign learners.

Results

The results of the methodological analysis show that intensive teaching of Uzbek to foreign learners becomes most effective when language material is organized around practical communication rather than around isolated grammatical explanations. Learners demonstrate faster progress when each lesson is connected with a concrete speech situation, such as greeting, introducing oneself, asking questions, expressing needs, describing objects, communicating in public places, or participating in academic dialogue. In such conditions, vocabulary and grammar are not learned as separate theoretical elements but as functional tools used for meaningful interaction. This approach helps learners understand why a particular word, form, or sentence structure is necessary and how it can be applied in real communication.

One important result is that the use of situational dialogues significantly increases learners' speech activity. Dialogues based on everyday Uzbek communication allow foreign learners to practice common phrases, polite forms of address, question structures, and culturally appropriate responses. For example, exercises related to family, hospitality, markets, transportation,

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university life, and official communication help learners connect linguistic forms with social behavior. As a result, learners become more confident in using Uzbek outside the classroom. They also begin to distinguish formal and informal speech patterns, which is essential for successful communication in Uzbek-speaking environments.

The analysis also indicates that intensive vocabulary acquisition is more productive when words are grouped according to themes and communicative functions. A thematic lexical minimum based on daily life, education, profession, culture, and social relations allows learners to memorize words more easily and use them more actively. Repetition through different types of tasks, such as oral questioning, matching exercises, short texts, role-playing, and mini-presentations, strengthens long-term retention. In addition, the inclusion of culturally marked words, national realia, and phraseological expressions broadens learners' understanding of Uzbek culture and makes language learning more meaningful.

Pronunciation practice was found to be another essential component of intensive instruction. Foreign learners often experience difficulty with specific Uzbek sounds, stress patterns, intonation, and fluent pronunciation of agglutinative word forms. Regular listening to native speakers, repetition drills, minimal pair exercises, and short oral recordings help learners improve their pronunciation and listening comprehension. When pronunciation work is integrated with communication tasks, learners not only pronounce words more accurately but also understand natural speech more effectively.

The results further show that interactive methods reduce psychological barriers. Group work, pair activities, role-play, language games, and problem-solving tasks encourage learners to speak more frequently and make mistakes without fear. In intensive courses, the emotional atmosphere of the classroom is highly important, because learners must use the target language actively from the first lessons. Supportive correction, positive feedback, and gradual complication of tasks help maintain motivation and prevent overload.

Digital and audio-visual tools also contribute to the effectiveness of intensive Uzbek language teaching. Short videos, audio dialogues, electronic vocabulary cards, online exercises, and multimedia presentations increase learners' contact

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with the language beyond classroom time. These tools are especially useful for independent repetition, listening practice, and vocabulary consolidation. However, the results show that technology is most effective when it is combined with direct teacher-led communication and culturally meaningful tasks. Thus, the intensive teaching of Uzbek to foreign learners requires a balanced combination of communicative practice, contextual vocabulary development, pronunciation training, cultural content, interactive methods, and digital support.

Discussion

Intensive teaching of Uzbek to foreign learners requires a methodological balance between speed, quality, and communicative usefulness. Since the learning period is usually limited, the teacher cannot present the whole language system in a traditional sequential way. Instead, the most necessary lexical and grammatical materials should be selected according to communicative value. This means that the first stage of instruction should focus on words, expressions, and grammatical models that foreign learners can immediately use in real speech. For example, greeting forms, personal information, simple questions, request structures, time expressions, location words, and everyday verbs should be introduced before more complex theoretical explanations. Such selection allows learners to feel practical progress from the first lessons and increases their motivation.

A key issue in intensive Uzbek language teaching is the relationship between grammar and communication. Uzbek grammar has a rich system of affixes, case endings, possessive forms, verb tenses, and postpositional constructions. If these elements are explained only through abstract rules, foreign learners may experience difficulty and lose confidence. Therefore, grammar should be taught through speech patterns and repeated in different communicative contexts. For example, the accusative, dative, and locative cases can be practiced through dialogues about buying something, going somewhere, or describing places. In this way, grammar becomes a practical instrument of communication rather than a separate theoretical burden.

Another important discussion point is the role of cultural content. Uzbek cannot be fully understood without attention to national traditions, forms of respect,

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family relations, hospitality, and speech etiquette. Foreign learners may know the dictionary meaning of words but still misunderstand their social function. For instance, forms of address such as aka, opa, ustoz, amaki, xola, or expressions of politeness carry cultural meanings that are not always directly translated into other languages. Intensive teaching should therefore include cultural explanations, authentic dialogues, short texts about everyday life, and communicative tasks based on real Uzbek social situations. This helps learners avoid mechanical translation and develop intercultural awareness.

The discussion also shows that intensive instruction should consider learners' native language background. Foreign learners who speak Turkic languages may acquire Uzbek vocabulary and grammatical structures more quickly because of typological similarities. Learners whose first languages belong to Indo-European, Arabic, Chinese, Korean, or other language families may need more support in word order, agglutination, pronunciation, and case forms. Therefore, one universal method is not sufficient for all groups. The teacher should diagnose learners' linguistic experience and adapt explanations, examples, and exercises accordingly.

The psychological dimension is also essential. Intensive courses require a high level of speech activity, and this may create anxiety, especially at the beginning stage. Learners may fear making pronunciation or grammar mistakes in front of others. For this reason, the classroom atmosphere should be supportive, interactive, and tolerant of errors. Mistakes should be corrected in a way that does not interrupt communication or reduce motivation. Pair work, role-play, repetition in small groups, and gradual transition to independent speech can help learners overcome language barriers.

Digital technologies create additional opportunities, but they should not dominate the learning process. Uzbek language learning is especially effective when digital resources support live communication. Audio materials help learners hear natural pronunciation, videos show cultural situations, and electronic exercises strengthen independent revision. However, real interaction with the teacher and classmates remains central, because intensive learning depends on active speech practice. Thus, the most effective model is an integrated model in which communicative methods, cultural materials,

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pronunciation training, digital tools, and systematic teacher guidance work together.

Conclusion

The intensive teaching of the Uzbek language to foreign learners is a pedagogically significant process that requires a purposeful combination of linguistic, communicative, cultural, psychological, and technological approaches. The analysis shows that Uzbek as a foreign language should not be taught only through memorization of grammar rules and isolated vocabulary. In intensive courses, the main goal is to help learners use the language actively in real communication within a limited period of time. Therefore, teaching materials must be selected according to their practical value, frequency of use, cultural relevance, and communicative necessity.

The effectiveness of intensive instruction depends first of all on the organization of active speech practice. Foreign learners acquire Uzbek more successfully when they are regularly involved in dialogues, role-playing activities, question-answer exercises, short oral presentations, group discussions, and problem-solving tasks. Such methods help learners overcome fear, develop confidence, and move from passive understanding to active language use. In this process, the teacher should create a supportive learning environment where mistakes are treated as a natural part of language acquisition and correction is given in a constructive way.

Another important conclusion is that vocabulary and grammar should be taught in context. Uzbek grammatical structures, including case endings, possessive forms, verb constructions, postpositions, and agglutinative word formation, become easier for foreign learners when they are connected with speech situations. Instead of presenting grammar as a separate theoretical system, the teacher should introduce it through useful communicative models. This approach allows learners to understand not only the form of linguistic units but also their function in real speech.

Cultural content also plays a decisive role in intensive Uzbek language teaching. Foreign learners need to understand the cultural meanings of forms of address, speech etiquette, national traditions, family relations, hospitality, proverbs,

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phraseological expressions, and everyday communicative behavior. The inclusion of national-cultural materials helps learners avoid literal translation and develop intercultural competence. In this sense, Uzbek language instruction becomes not only a linguistic process but also a means of introducing learners to the spiritual, social, and cultural values reflected in the language.

Digital and audio-visual technologies can significantly enrich intensive instruction when they are used methodologically. Audio recordings, short videos, electronic flashcards, online dictionaries, multimedia presentations, and interactive exercises increase learners' exposure to Uzbek and support independent practice. However, technology should strengthen, not replace, direct communication. The central place in intensive teaching should remain with live interaction, teacher guidance, and meaningful speech activity.

Thus, specific methods of intensive teaching of Uzbek to foreign learners should be based on communicative orientation, contextual learning, systematic repetition, cultural adaptation, pronunciation practice, learner-centered tasks, and digital support. Such an integrated approach improves motivation, accelerates language acquisition, reduces psychological barriers, and prepares foreign learners for successful communication in Uzbek-speaking academic, social, and professional environments. This confirms the need to further improve methodological resources, teacher training, and instructional models for teaching Uzbek as a foreign language in pedagogical universities.

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