



THE ILLUSION OF RAPID LANGUAGE LEARNING: THE PROBLEM OF QUALITY AND TIME IN MODERN EDUCATION

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Annotatsiya: *Mazkur ishda zamonaviy ta'lim tizimida keng tarqalib borayotgan “tezkor til o'rganish” fenomeni ilmiy va tanqidiy jihatdan tahlil qilinadi. Tadqiqotda til o'rganish jarayonining kognitiv, psixologik va pedagogik asoslari yoritilib, qisqa muddatda yuqori natija berishni va'da qiluvchi metodlar bilan real kompetensiya shakllanishi o'rtasidagi tafovut ochib beriladi. Shuningdek, vaqt va sifat o'rtasidagi muvozanat, motivatsiya omili hamda o'quvchilarning noto'g'ri kutishlari muhokama qilinadi.*

Annotation: *This study critically and scientifically analyzes the phenomenon of “rapid language learning,” which is becoming increasingly widespread in modern education systems. The research highlights the cognitive, psychological, and pedagogical foundations of the language learning process, and reveals the gap between methods that promise high results in a short time and the actual development of real competence. Additionally, the balance between time and quality, the role of motivation, and learners' unrealistic expectations are discussed.*

Аннотация: *В данной работе с научной и критической точки зрения анализируется феномен «быстрого изучения языков», который получает всё более широкое распространение в современной системе образования. В исследовании освещаются когнитивные, психологические и педагогические основы процесса изучения языка, а также раскрывается разрыв между методами, обещающими высокие результаты за короткий срок, и формированием реальной компетенции. Кроме того, рассматриваются баланс между временем и качеством, роль мотивации, а также нереалистичные ожидания обучающихся.*

Keywords: *language learning, accelerated learning, methodology, competence, motivation, cognitive processes, quality of education, immersion*

The process of globalization, the expansion of international relations, and the development of digital technologies have significantly increased the demand for learning foreign languages. Today, learning languages such as English, Russian, German, Korean, and others is not only an academic requirement but also an essential condition for professional success. At the same time, the demand for “quick results” in modern society is increasing. On the internet and social media,



advertisements and courses such as “Learn English in 3 months” or “Speak fluently in 30 days” are widely распространены. This creates a misconception about the language learning process — namely, the illusion of rapid language acquisition. In reality, language learning is a complex, multi-stage, and long-term process that requires consistent practice, repetition, and real-life application. This thesis analyzes this issue from a scientific perspective.

1. The Formation of the Concept of Rapid Language Learning

The idea of “accelerated learning” has mainly been popularized through marketing and motivational educational products. The main focus is often not on actual results, but on short-term promises and emotional appeal.

The concept of rapid language learning has been shaped by the following factors:

- competition among digital courses and platforms;
- motivational content on social media;
- users’ psychological need for quick results;
- oversimplification of the learning process.

However, this approach underestimates the real complexity of language learning.

2. Scientific Foundations of Language Learning

Language learning is based on several cognitive processes:

Memory and repetition: The human brain does not acquire new vocabulary and grammar instantly; it requires repeated exposure. According to the “spaced repetition” principle, information is better retained when reviewed at intervals.

Cognitive load: Presenting too much new information at once creates excessive mental load, which reduces learning efficiency.

Practice and automatization: Language knowledge becomes real competence only when it is transformed into automatic skills through practical communication.

3. Causes of the Illusion of Rapid Learning

Marketing influence: Many courses use “quick results” as their main promotional strategy, leading to unrealistic expectations.

Learners’ misconceptions: Many people consider language learning an easy skill and expect fast results.

Motivational content: Social media videos such as “I started speaking English in one month” oversimplify the process.

4. The Problem of Quality and Time

The main issue in language learning is the conflict between reducing time and maintaining quality.

- Problems of short-term learning:
- superficial understanding of grammar;
- rapid forgetting of vocabulary;
- lack of real communication skills.



Advantages of long-term learning:

stable knowledge development;

intuitive use of the language;

easier practical application.

5. Effective Methodologie

Communicative approach: Focuses on real communication, allowing learners to use the language in practical situations.

Immersion method: Learners are fully exposed to the language environment and interact with it continuously.

Spaced repetition system: Improves retention through interval-based review.

Input-based learning: Language is naturally acquired through extensive listening and reading.

6. Psychological Factors

Motivation: Initial motivation may be high, but it often decreases if results are delayed.

Stress and pressure: The idea of needing to learn quickly creates stress for learners.

Realistic goals: Small, step-by-step goals ensure long-term success.

7. Practical Observations and Analysis

Practical experience shows that learners who complete accelerated courses often gain short-term motivation but begin to forget their knowledge within 3–6 months. In contrast, learners who study consistently over a longer period achieve stable results, communicate more fluently, and retain the language over time.

Although the idea of rapid language learning is attractive in modern educational marketing, it does not fully reflect the real pedagogical process. Language learning is a complex process based on time, consistency, methodology, and practice. Therefore, the main goal in education should not be speed, but the development of high-quality competence.

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