



INTENSIVE METHODS OF TEACHING FOREIGN LANGUAGES AT THE UNIVERSITY

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Annotation

We will consider some basic concepts that will be further used to characterize and describe the methodological system of intensive teaching of foreign languages, which this work is devoted to. There are two central and interrelated concepts: intensification and activation. The first has been discussed in the theory of teaching foreign languages for a long time and by many specialists in particular in connection with the problems of intensive learning, and the second remains out of their attention, although both concepts are directly related to the content of intensive learning.

Keywords: intensive learning, communication ability, realistic and consistent approach, methodological system, increasing the speed and quality of learning.

In the conditions of accelerating scientific and technological progress, the issue of qualitative improvement of the education system in the country is directly related to the development of more advanced, scientifically based methods of managing educational and cognitive activities that mobilize the creative abilities of the individual. In this regard, the development of theory and the widespread introduction into practice of various forms of intensive teaching of foreign languages seem to be relevant. In recent years, certain successes have been achieved in the intensive teaching of various contingent of students in foreign languages; in the advanced practice of this method, progressive trends in linguistics, pedagogy and psychology are implemented. Based on the activity-based and communicative-personal approaches, intensive training offers a realistic way to mastering oral foreign language speech - the development of students' communicative ability, the ability to actively and freely communicate in the target language.

Currently, intensive teaching of foreign languages is a direction that is implemented in various methodological systems.





The specificity of one of these systems - the method of activating the capabilities of the individual and the team - is to use the opportunities that open up when considering the study group as a temporary team carrying out coordinated joint activities. At the same time, the processes of foreign language communication are interpreted as directly "serving" joint activities and interpersonal relations. The task is to offer the educational collective such a joint learning activity that would be personally significant, would have social value, would rally the collective, ensure the influence of the collective on the individual, i.e. contributed to the active formation of personality through a system of positive interpersonal relationships.

The traditional method of teaching foreign languages does not yet take into account the "human factor" insufficiently. The main characteristic of the joint process of activity is its subject, the activity of trainees in mastering the subject of activity.

In the conditions of intensive training, the content of training is enriched by the introduction of really interacting personalities of the teacher and students into it, which is also important in the selection and organization of educational material. Such a formulation of the question requires a revision of many provisions of the theory and a change in the practice of teaching a foreign language. The problem of filling the educational process with new content, in turn, leads to a revision and theoretical understanding of the methodological principles of collective developmental education, the creation of a specific methodological model that implements these principles, and also requires a different type of teacher's activity, his training and retraining.

For many years, work has been carried out to create and improve the methods of intensive training, expand the scope of its practical application. The task of this work is to provide a scientific (linguistic, psychological - pedagogical and socio-psychological) substantiation and description of the methodological system of intensive teaching of foreign languages, which is called the method of activating the capabilities of the individual and the team. In recent years, promising results have been achieved precisely in the theory and practice of intensive teaching of foreign languages for the most diverse contingents of students. Intensive learning is understood by specialists as the optimal implementation of trends in scientific and technological progress and some progressive trends in pedagogy and psychology of learning.





Reflecting the relevant social requirements and following them, intensive training offered a realistic and consistent approach to mastering a foreign language as a socio-psychological problem, on the one hand, and as a controlled speech activity, on the other. Within the framework of this specific training system, new principles of the organization of educational material have been developed, a new, dynamic model of training and management of the communicative and educational activities of trainees has been created.

Controlled mastery of foreign speech by learners is the modeling of the processes of generation, semantic perception and communicative interaction of speech utterances and the formation of the corresponding mechanisms. Of particular importance is the accelerated mastery of the psychotechnics of speech communication and the achievement of a number of psychological - pedagogical and socio - psychological goals in training in a short period of time. What is intensive learning and what content, when characterizing it, is put into the concepts of "intensification" and "activation" under consideration? Before offering an answer to this question, let us turn to the opinion of experts in the field of methodology and psychology of teaching foreign languages. They put forward very different concepts of intensity and intensive learning. Psychologists reveal the content of the concepts of "intensification" and "intensity", which does not always coincide with that offered by didactics and methodologists. So, highlighting the most important pedagogical problems: enhancing the activity of students, the effectiveness of teaching, rationalizing educational material, methods and techniques of teaching, famous teachers V.M. Blinov and V.V. Kraevsky believe that increasing the intensity of training is a central problem for pedagogy.

V.M. Blinov and V.V. Kraevsky rightly note that in the field of methods of teaching foreign languages, intensity should be reflected in both qualitative and quantitative characteristics. In this regard, two methodological patterns identified by the authors are of interest: the correlation of the two languages of systems in the mind of the student and the dependence of the speed of mastering speech as a way of transmitting a message on the rate of mastering the means of speech communication. Undoubtedly, the problem of the intensity of training is solved taking into account these laws, i.e. in the shortest possible time, students must master the system of means of speech communication, operating in the studied language.





This conclusion can be supported by the arguments of linguists that perfect mastery of a foreign language is the process of approaching the minimum of the time interval occupied by the recoding operation, an automated process of switching from a native language to a foreign one. Methodologists define intensity as an increase in the speed and quality of learning, as the amount of work done at specified intervals. This understanding clearly reflects the quantitative parameters of intensity, and intensification is understood as a process aimed at increasing the quantitative indicators of learning success. Psychologists also consider the concept of intensification and suggest various ways to achieve it in teaching foreign languages. Therefore, A.A. Leontiev points to three aspects of intensification, i.e. what should be intensified: the content of the educational process (in a broad sense); external forms and means of its implementation - the educational activity of each individual student ("the principle of individualization"). Intensification of educational activity in a collective - psychological or socio-psychological plane is understood as such an organization of the learning process in a group that best ensures the assimilation of the required knowledge, skills and abilities by each individual student. It is obvious that the practical implementation of intensification at these levels requires a certain holistic understanding of the essence of educational activity, the content of the learning process, the interaction of pedagogical, linguodidactic, individual - typological and collective - psychological factors in it.

A.A. Leontiev outlines the following ways to intensify teaching foreign languages: - Construction of educational activity as an organized, controlled and controlled sequence of students' actions, ensuring the optimal formation of foreign language speech activity and its structural components (actions and operations). - Search for the optimal ratio of conscious and adaptive components in the formation of foreign language speech activity. In terms of methodology, this is most likely connected with the problem of the native language and, possibly, with the regularity in the methodology that V.V. Kraevsky:

- The correlation of two language systems.
- Differentiated formation of components of foreign language speech activity, depending on their relationship with the components of speech activity in the native language or language - an intermediary, the optimal ratio of the actual formation and correction.



- Consistent implementation of the principle of consistency in the presentation of foreign language speech material.
- Consistent implementation of the principle of functionality in unity with the principle of consistency.
- Psychologically sound use of audiovisual and technical means. It is believed that of the six paths of psychological intensification of training proposed by the author, the first two reflect those psychological laws of the process of teaching foreign languages, the consideration and consideration of which are undoubtedly promising both at the individual psychological level and in the conditions of group learning.

The last three points are directly related to those methodological principles, the observance of which is necessary in the process of teaching a foreign language speech activity in any conditions. A different approach to the problem of intensification of teaching foreign languages can be found in I.A. Winter. Considering the psychological characteristics of prolonged intensive teaching of a foreign language to adult specialists, she identifies three main characteristics: concentration per unit of time (school day), long-term distribution and intensification. At the same time, the author points out that the levels of concentration most often determine the intensity of training.

Interesting and fruitful is the consideration of I.A. Zimniya's the third characteristic is intensification as an integral property, determined by a combination of four parameters:

- 1) the volume of assimilated material;
- 2) the number and variability of techniques (exercises);
- 3) the density of communication;
- 4) activation of the mental reserves of the personality.

The third and fourth parameters reflect the psychological specifics of intensive training, its main orientation in solving the problems of teaching foreign communication, although the criteria for choosing these parameters are different. "Density of communication" refers to the peculiarities of the organizational and structural level of the educational process, and the activation of the individual's capabilities is seen as a means and result of a certain way of organized interpersonal interactions in intensive learning.



The second parameter - the number and variability of techniques (exercises), can be included, in my opinion, in the volume and content of the concept of "communication density" and act as a characteristic of any properly organized lesson. Finally, "the amount of material being sown", or rather, an increase in the amount of material and the acceleration of the processes of its assimilation - this is the characteristic of intensified learning. Naturally, the intensification of the maximum parameters brings us closer to intensive learning.

Therefore, giving a definition of intensive training, we must first of all note and emphasize what distinguishes it from other forms and directions associated with improving the educational process, without, of course, missing out on what unites them. What is specific in understanding intensive learning? In addition to the theoretical answer to this question, it also has practical significance. The fact is that in recent years, on the basis of empirically established experience of accelerated learning, a number of specific methods, called intensive, have been created and are being applied, which does not always correspond to the content of this concept. First of all, let us consider the general criteria by which the concept of "intensive training" can be defined and separated from others in content.

The contingent of students, obviously, as the first criterion is not directly related to the content of the concept of "intensive learning". Practically different forms of intensive learning, at least in experiment, are already embracing the most diverse categories of trainees. These forms can be combined into three main types: pre-university education, university education, postgraduate education. The main organizational forms of training are changing accordingly. The second possible criterion by which intensive training is usually defined is its timing. It has become typical to identify intensive training with short-term, in which there is no substantial, qualitative and only a formal, quantitative characteristic of this concept is given. It also does not reveal the specifics of intensive training.

Equally hardly acceptable as sufficient definitions associated with an indication of the concentration of hours or the temporary isolation of the course of study: they are as formal and quantitative as the reference to the time of study. To answer the question of what is decisive in the understanding of intensive learning, it is necessary to introduce another concept, "activation of learning", and thereby touch upon the substantive characteristics of the activities of the teacher and students.



Since the most important pedagogical problem today is the problem of enhancing the learning activity of students and special attention is paid to methods that activate the cognitive process, since the central concept in solving these issues is the concept of enhancing learning. Consideration of this concept is the key to solving a set of basic tasks associated, on the one hand, with the improvement of the educational - educational process and, on the other hand, with the definition of intensive training as a direction.

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