

Modern intensive methods of teaching a foreign language

Mazhit Aruzhan Yerzhanovna

Karaganda State University named after E. A. Buketov

student of the Faculty of Philology

Mazhkenova Altynai Temirbekovna

Karaganda State University named after E. A. Buketov

Teacher of the foreign languages faculty

Abstract: this article examines the problems of the necessity and expediency of using intensive methods in teaching a foreign language. The types of intensive training methods are described, their positive aspects are considered. In conclusion, the positive impact of intensive training methods on the study of a foreign language, regardless of age characteristics, is noted.

Recently, modern intensive methods of teaching foreign languages have become increasingly popular.

The main purpose of teaching foreign languages is the formation and development of the communicative culture of students, teaching practical mastery of a foreign language. New requirements are put forward for the professional training of a specialist who is able to freely navigate in complex socio-cultural circumstances, who is ready to serve not only innovation processes, but also communication processes in the broad sense of the word. A manager, an economist, a teacher, an engineer, and many other specialists must have a communicative culture, the ability to cooperate, the ability to conduct a dialogue, and be flexible in communication, i.e., be communicatively competent.

In connection with the expansion of scientific, economic, cultural, and tourist ties, there is a need to master the language and speech in a foreign language in a short time at

a communicatively sufficient level that would allow you to communicate in a foreign language with its native speakers.

Intensive technologies of teaching foreign languages are the means that stimulate the development and formation of this competence.

Types of intensive training:

1. Hypnopedia (learning a foreign language during sleep, at its certain stages (through repeated repetition of the same language material in the same form during the first period of sleep and immediately after falling asleep and before waking up); the result is involuntary memorization of information; has not been widespread due to low performance and complexity of the organization).

2. Relaxopedia (teaching a foreign language in a state of muscular and mental relaxation and rest under the influence of autogenic training (mental self-regulation); contributing to the processes of involuntary attention, memorizing language material and new information in a large volume).

3. Rhythmopedia is based on the creation of a special state of the human nervous system ("hypnotic phase"), in which a large amount of language material and information is memorized. This state is created when the human biorhythms are exposed to monotonous low-frequency pulses of sound, color and light through auditory and visual analyzers. Input of information – during the period of rhythmic stimulation, accompanied by calm, melodic new music for the listener, which helps to combine the logical and emotional components of the psyche, i.e. during the period of relaxation. Activation and consolidation of the language material is carried out during the period of independent work of the student in ULUR according to the program of the session, after which various exercises of a communicative nature are performed in the classroom.

4. The method of "immersion" (systematic, intensive oral-speech, situationally conditioned, personality-oriented educational collective activity, often within the framework of a given scenario in an environment as close as possible to real communication) [1].

5. Emotional-semantic (extensive use of role-playing games, problem situations, mental tasks solved in a state of increased emotional mood of the entire group of students). One of the most common variants of this approach is the method of intensive foreign language teaching developed by G. A. Kitaygorodskaya. The main criterion of this method is the activation of all the reserves of the student's personality in the process of collective (group) learning to communicate in a foreign language at a communicatively sufficient level within a given time frame [2].

Based on the leading positions of the communicative approach in teaching foreign languages in the 60s of the twentieth century, intensive teaching methods were developed. The absolute advantage of the intensive method is that it creates the effect of immersion in the language environment and, as mentioned earlier, is training, during which the time for learning new lexical units is reduced several times. Already on the second day of classes, the student communicates in English, using speech cliches learned in the first lesson. In addition, such training has many other advantages.

First, in the course of such training, students ' memory reserves are activated and the effectiveness of random memorization is increased when a large amount of information is required. As a result, a large volume of vocabulary is assimilated, which is firmly held in memory: in one intensive course, students learn 25,000 new lexical units.

Secondly, the mental cognitive processes of students develop: there is an increase in memory, the phenomenon of hypermnesia is observed, the attention of students increases by 10-12 times, and the reading speed increases by 3-5 times.

Third, in such classes, students are asked to solve various problem situations, which increases their intellectual activity.

Also, one of the main conditions for the success of the application of intensive teaching methods in practice is the creation of a favorable working atmosphere and a trusting relationship between the teacher and students, which contributes to the development of positive emotions that reduce the feeling of fatigue and contribute to the growth of learning motivation.

These circumstances, implemented in the course of classes using the means of suggestive influence, contribute to a significant increase in the volume of assimilated material per unit of time, the formation of strong speech skills and abilities and the ability to be involved in various communication situations [3].

All methods of intensive training are practical and have a positive impact on the learning of a foreign language, regardless of age characteristics. The intensive method is aimed at mastering oral foreign language speech in a short time with a significant daily concentration of training hours. This method allows you to increase the interest of students to work, activate their activities and improve the quality of their knowledge, skills, skills., which is manifested in a high level of formation of skills and abilities.

LITERATURE

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