

Intensive Method of Teaching English Language In Language Courses

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Abstract -The article discusses the features of intensive learning of foreign languages. The study of foreign languages in modern society has become an inseparable component of the training of specialists at all levels. The article takes a brief overview of the private teaching methods of students' foreign language communicative competence. Teaching foreign languages at intensive courses in language centers has its own specifics, which is different from studying at school and university. There are many intensive methods and concepts of teaching foreign languages. The external form as well as the means of implementing the intensive training system is the conscious and purposeful management of the process of communication in the study group by the teacher. A prerequisite for the effective course of this process is to increase the activity and creative role of the teacher, maximum mobilization.

Keywords - Intensive Methodology, Foreign Languages, Foreign Language Communicative Competence, English Textbook, Methodology, Suggestion, Audio-Lingual Method.

Intensive foreign language courses in language centers imply the development of students' practical language skills for short periods of time for communication purposes, that is, to understand the speech of others and to freely express their thoughts.

When the requirements for the character of foreign language proficiency changed, the need arose to search for new language teaching methods that would make it possible to achieve maximum efficiency in the shortest possible time.

Intensive learning is the organization of learning and the formation of speech and skills through a set of specially organized learning and cognitive activities related to mobilizing the capabilities of the team, the personality of each student and their effective use in a concentrated learning process [1].

Characteristic features of intensive methods: – the maximum activation of students in the course of classes, – the mobilization of hidden psychological reserves of the

student's personality. Intensive training differs from traditional education primarily in the way of organizing and conducting classes: increased attention to various forms of pedagogical communication, the socio-psychological climate in the group, the creation of adequate learning motivation, the removal of psychological barriers to the assimilation of linguistic material and verbal communication. Intensive learning, based on activity and communication-personal approaches, considers mastering foreign language communication (in oral and written forms) as a socio-psychological task. Since foreign language communication is the content of intensive training, the purpose of this training, its means and condition for achieving the goal, it makes sense to speak about intensive training as a special way of organized communication, during which there is an activation of the individual and the entire educational team in both educational and in an educational sense. This implies a significant increase in the volume of educational material and the intensification of joint activities of the teacher and students aimed at learning the material, which is realized through the maximum

involvement of the learner in the process of controlled group exposure, communication-learning [2].

Intensive foreign language courses are always initial courses that teach the basics of speaking in a few months. The effectiveness of such courses depends on several factors, the main of which boil down to the following:

- 1) personal characteristics and basic knowledge of students;
- 2) psychological factors;
- 3) the actual methodological factors.

As we noted above, students of courses in language centers are adults mainly with non-philological education. In rare cases, they have experience in mastering a foreign language. In addition, it is necessary to recognize that their basic knowledge in the field of their native language leaves much to be desired, since they have been forgotten for a long time. In such conditions, the initial foreign language courses provide students with practical skills in speaking, but do not guarantee its literacy.

Thus, the main contingent of students in intensive courses in language centers are most often adults who study a foreign language in order to carry out professional activities, mainly abroad.

The problem of creating intensive foreign language courses that will allow adults as quickly as possible to master the basic skills of communication in the language being studied is inextricably linked with the problem of choosing the most optimal method of accelerated learning.

Speaking of textbooks and methods of teaching foreign languages, it should be clarified that they must comply with the conditions of study of the university of this profile. If you create a single textbook, you need to take into account a significant discrepancy in the number of hours that are devoted to learning a foreign language. It is important to take into account the tendency to reduce the number of classrooms and increase the number of hours devoted to independent work. Students should be motivated to learn a foreign language.

Activation of educational activity is achieved by various means: various forms of organization of educational material, its concentration and distribution, special methods, techniques, various forms of work in the classroom, etc. The second way to enhance learning activities is a method of enhancing the potential of the team and the individual, or an intensive method.

Existing methods and approaches to learning a language have their pros and cons. The most balanced system, of

course, must combine elements of everything that has been gained over many decades, and most importantly, provide not only opportunities to learn words and grammatical rules, but also give the opportunity to constantly use a living language, reinforcing the skills of understanding and speaking.

One of such methods of teaching foreign languages in intensive courses is the audio lingual method [3].

It should be noted that such an approach to learning a foreign language does not involve learning (knowledge) of language units of various levels, but learning in general to communicate. This is the main specificity of teaching foreign languages in intensive courses in language centers.

However, this does not mean that grammar is not needed. The main disadvantage of the audio-lingual teaching method is that the main method of this method is memorization of individual sentences and dialogues by repeating them many times, but this memorization is not enough to fully communicate in the target language, as it assumes knowledge and accounting responding to a set of friends speaking speech clichés.

In other words, with the audio-lingual method of teaching foreign languages, such a basic property of speech as productivity is not taken into account.

To generate your speech text you need to know the rules of its construction, the grammar of the language. When teaching a foreign language at intensive courses in language centers, it is advisable to understand the grammar "not as a set of rules, information about the system of language categories, but as a mechanism for communication. This means that the grammar should contain information about which language tools are used in the transmission of a particular meaning.

In combination with other methods, the audio-lingual method, with all its shortcomings, is one of the most optimal methods of teaching a foreign language in intensive courses in language centers, because only it is used to implement the communicative orientation of intensive foreign language teaching in the context of a communicative activity approach to training, will allow students to acquire the opportunity to communicate in a foreign language with its speakers as soon as possible.

The use of the audio-lingual method in teaching a foreign language at intensive courses in language centers should be based on the development of a single comprehensive course combining both grammar and coherent speech and aiming at teaching communication

through teaching language tools, on the one hand, and learning speech skills and abilities, on the other. Teaching linguistic aids and teaching verbal skills and abilities should promote learning proper communication, that is, communicative skills and abilities [4].

This circumstance is dictated by the fact that learning a foreign language consists not only in learning to write and speak the language being studied, but also in learning to write and speak adequately the communication situation, to choose the right language for the speech, taking into account such extra-linguistic factors as the addressee, sphere of communication, social role of communicants, topic, place, etc.

In the 60s and 70s of the 20th century, a number of new teaching methods were developed, which were initially developed in Bulgaria, where in the 60s, the well-known psychologist and methodologist G. K. Lozanov formulated the principles of the intensive suggestopedic method.

Suggestion, based on the opinion of Lozanov [5], is a means, mainly of an indirect, communicative impact on a person in a waking state, which creates conditions for activating the reserve possibilities of a person.

G. Lozanov identified three types of suggestion, which are used in the educational process to remove all kinds of psychological barriers among the students:

- 1) psychological suggestion (consideration of psychological, psychotherapeutic factors, emotional impact);
- 2) didactic suggestion (the use of special techniques that enhance learning);
- 3) artistic suggestion (use of music, painting, films, etc. in the class) [6].

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The main provisions of suggestopedia are as follows:

- training should be joyful and relaxed;
- it should be carried out both on conscious, and on subconscious levels;
- in training, it is necessary to use usually untapped reserves of consciousness with the aim of increasing the effectiveness [7].

The purpose of intensive methods is to master living oral speech, they rely on the student's personality reserves that are not used in normal training, provide for targeted management of social and psychological processes in a group, are carried out in a short time with a significant daily concentration of training hours [8].

Certain difficulties in such conditions arise on a psychological basis, as students of accelerated foreign language courses are adults with a certain social status.

As you can see, successful foreign language teaching at intensive courses requires the teacher to know and take into account the special psychological subtleties of students' perception not only of the material delivered, but also of the teacher himself and his teaching method.

Another basic factor for effective foreign language teaching at intensive courses in language centers is "determining in each specific conditions the content of such methodological categories as the purpose of training, the structure and content of the subject, the pedagogical process in the unity of its functional and organizational-structural aspects, methods and means of learning, as well as bringing these categories into mutual conformity" [9].

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