СОВРЕМЕННЫЕ ИНТЕНСИВНЫЕ МЕТОДЫ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ

Аннотация: В этой статье обсуждаются современные интенсивные методы образования на английском языке

Ключевые слова: метод, наука, английский язык, обучение, система

MODERN INTENSIVE METHODS OF EDUCATION IN ENGLISH LANGUAGE

Abstract: This article discusses modern intensive methods of education in English

Keywords: method, science, English, training, system

The educational process (learning process) is a very complex process of objective reality, second only to the processes of upbringing and development, of which it is an integral part. It includes a large number of various connections and relationships of many factors of different orders and different nature.

Problems of education and education are handled by a part of pedagogy - didactics. Its main categories are teaching, teaching, teaching, education, knowledge, skills, as well as the purpose, content, organization, types, forms, methods, tools, learning outcomes.

Teaching methods - a system of consistent, interrelated actions of the teacher and students, ensuring the assimilation of the content of education, the development of their mental powers and abilities, mastering the means of self-education and self-education.

In didactics one can come across such a notion as the type or methodical system of instruction. Under the type (methodical system) of training is
understood the general orientation of training. If, for example, the goal of learning is the assimilation of facts or the description of phenomena, then the leading psychological mechanism will be association, and the main activities are perception, comprehension, memorization and reproduction. Appropriate teaching methods are presentation, reading, reproducing the conversation, viewing illustrations. Together, we obtain a system of explanatory-illustrative, reproducing learning.

There are many methodological systems, one of the most ancient is dogmatic training. It corresponds to the handicraft type of organizational culture. Formed in the Middle Ages, the type of church-religious education through listening, reading, mechanical memorization and verbatim reproduction of the text. At present, dogmatic instruction takes place when memorizing facts, memorizing texts, and their comprehension is not necessary. Elements of such training are used when memorizing facts, names, dates, coefficients, formulas without output, foreign words, some symbols. Of course, elements of comprehension, of establishing associative links are inevitably present, but the main focus is on memorizing, accurate reproduction.

Close to the dogmatic training are modern methodical systems: hypnopedy (learning in a dream), relaxation (learning in a relaxed state, freedom from the constraining conventions) and sugesthepedia (learning by suggestion), which are referred to as intensive training.

They are based on the following methodological principles:

Principle of collective interaction. This principle links the goals of education and upbringing, characterizes the means, methods and conditions of a single teaching and educational process. Group training contributes to the emergence of additional psychological and social incentives for the individual in the individual, supports the psychological atmosphere in the teaching team in which the trainees are given opportunities to meet the very important socio-psychological needs of people: recognition, respect, attention from others. All this
further stimulates cognitive activity of students. In the conditions of collective joint activity, a common fund of information about the studied subject is formed, in which each student contributes, but uses them all together. The main "means" for mastering the subject is, therefore, communication with partners in the group.

The principle of personality-oriented communication. In communication, each trainee is both impacted and exposed. In these conditions, the process of formation of personality is determined by the relationship of a person to a person, their communication. Language proficiency is, first of all, the ability to participate in real communication. The system of concepts in which communication can be described includes the concept of «role». Communication turns into a creative, personally motivated process. In this case, the student does not imitate activities, but «owns» the motive of activity, that is, he performs motivated speech acts. Personal-speech communication is the basis for constructing an educational and cognitive process in intensive instruction in foreign languages.

The principle of the role organization of the educational process. Role-based communication - this is both a game, and educational, and speech activity. If from the perspective of the learner, role communication is a game, then with the teacher's position, this is the basic form of the organization of the learning process. In accordance with the idea, the main text for the trainees is the polylogue, and the participants themselves describe the actions themselves students. Thus, one of the methods of the method of non-directional regulation of the student's behavior in the group is realized.

The principle of concentration in the organization of educational material and educational process. This principle characterizes not only qualitative, but also quantitative specificity of intensive communication. This specificity manifests itself in various aspects: the concentration of learning situations, occupations, the concentration of educational material, related to its volume and distribution in the training course. A large amount of educational material, especially at the initial stage of training, makes it possible, at the first session, to organize situations that
are as close as possible to real communication. This creates a high motivation for learning, as if approximating the result of training to its beginning. Concentration in the organization of educational material entails a specific organization of the educational process, which manifests itself, in particular, in the high «communication density», the diversity of types and forms of work, etc. In conditions of a large volume of educational material, the following are effective:

a) plot structure of the course and individual microcycles; b) the plot organization of classes and their fragments; c) the construction of educational texts as a model of speech behavior in certain situations, etc.

The principle of polyfunctionality of exercises. This principle reflects the specificity of the system of exercises in the method of activation. The language skill, formed in non-verbal terms, is fragile and incapable of transferring. Therefore, the approach to learning is productive, in which simultaneous and parallel mastering of linguistic material and speech activity takes place.

The main goal of intensive teaching methods, as well as other methods of teaching at the present stage of the development of education, is the implementation of a communicative approach in teaching a foreign language, i.e. learning communicative competence (the ability to establish and maintain the necessary contacts with other people), but in a time-limited environment.

Hence the following definitions of intensive training:

«Intensive instruction in a foreign language is instruction aimed primarily at mastering communication in the language of instruction, based on the psychological reserves of the individual and the activities of students that are not used in ordinary instruction» - GA Kitaygorodskaya.

«Intensive training is not just an effective training, but one that achieves maximum efficiency in the minimum possible study time, with minimal expenditure of effort by the student and teacher.» - VM Blinov, V.V. Kraevsky.
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