

УДК 372.881.111.1: 371.38

Роль интенсивных методов в обучении иностранному языку

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Глобальные изменения, происходящие в нашем обществе - расширение контактов, выход на внешнеэкономическую арену, создание совместных предприятий - привели к интересу к иностранным языкам. В настоящее время все большую популярность обретает интенсивное обучение английскому языку вследствие необходимости мобилизации и ускорения темпов обучения иностранному языку. В силу данных причин интенсивная методика преподавания иностранных языков становится все более популярной. Успех в овладении иностранным языком общения, комфортом и большей частью самого учебного процесса привел к тому, что данная методика заинтересовала многих школьных учителей. Методы активного обучения следует называть такими, которые максимально повышают уровень познавательной активности школьников, побуждают их к усердному обучению в школьной практике и методической литературе. Статья посвящена лингвистическим и методологическим особенностям интенсивного обучения иностранным языкам. Сравниваются традиционные и современные методы обучения. Дан подробный подход к коммуникативно-ролевому подходу к обучению иностранным языкам.

Ключевые слова: иностранные языки, интенсивный метод, обучение, коммуникативный подход, подготовка.

Role of intensive methods in foreign language teaching

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The global changes taking place in our society — the expansion of contacts, access to the external economic arena, the creation of joint ventures — have led to an interest in foreign languages. Intensive English language training is applied when someone needs an accelerated training. Currently, intensive methods of teaching foreign languages are becoming increasingly popular. The success in mastering foreign language communication, the comfort and the majority of the learning process itself has led to the fact that this idea has interested many school teachers. Active learning methods should be called those that maximize the level of cognitive activity of schoolchildren, encourage them to diligent learning which can be observed in school practice and methodical literature. The article is dedicated to the linguistic and methodological peculiarities of the intensive teaching of foreign languages. There are compared traditional and up-to-date methods of teaching. The detailed approach is given to the communicative-role approach to teaching foreign languages.

Keywords: foreign languages, intensive method, teaching, communicative approach, training.

The expansion of international relations, the entry of Kazakhstan into the world community has made a foreign language one of the necessary assets in the modern society. Practical knowledge of a foreign language has become personally significant. The world is developing along the path of intercultural communication. Knowledge of foreign languages today is not only a cultural, but also an economic need. A foreign language has become recognized as a means of communication, a means of mutual understanding and interaction of people, a means of initiation to a different national culture and as an important means for the development of intellectual abilities of students, their general educational potential. The global changes taking place in our society — the expansion of contacts, access to the external economic arena, the creation of joint ventures — have led to an interest in foreign languages. Intensive English language training is applied when you need accelerated training. This is the case when the student is limited in time for which it is necessary to increase their level of knowledge.

The Law of the Republic of Kazakhstan “About Education” says:

“The main task of the education system is the introduction of new learning technologies, informatization and the creation of necessary conditions for education, focused on the formation and professional training of an individual based on national and universal human values, achievements of science and practice” [1].

In the Message of the President N.A. Nazarbayev to the People of Kazakhstan in 2018 it is stated: “The transition to teaching certain natural science disciplines in English in the tenth and eleventh grades will start in 2019. As a result, all our graduates will master three languages at the level necessary for life and work in the country and in the global world.” [2]

The goal of the education system is based on the peculiarities of human progress in accordance with its sociohistorical, sociopolitical and economic conditions. The further a society develops, the more its views on human life change, the interest in education and the study of languages increases.

The intensification of vocational education today is both a demand for time and a need of the students themselves. In response to these actualized needs, various forms and programs of the accelerated learning and reduced in time education, positioning themselves as methods or technologies of intensive adult education. A sufficiently large number of these proposals treat intensity as a shortened time to master the curriculum, therefore the notion of “acceleration” may well be a synonym for “intensive” in these cases. [3]

Teaching in intensive mode means learning in the usual way, but with a higher number of hours of study per week.

The most popular method of intensive foreign languages teaching by means of “immersion” was elaborated at the end of the 1970s — beginning of the 1980s on the basis of ideas and concepts of G. K. Lozanov and G. A. Kitaygorodskaya [4, 5]. This method foresaw activation of an individual and a collective introduction of theoretical material and practical language training in various communication situations with the help of hidden psychological resources. Nevertheless, this method also raised unsolved and debated aspects because it did not plan individual homework, a system of individual training exercises for the formation of speech automatic mastering. Partially, G. K. Lozanov’s and Kitaygorodskaya’s ideas were used in working out other methods of foreign language teaching. Generally, such a method means that the traditional course program is shortened, and it preserves only the most important (from the author’s point of view) basic or most frequent topics. For instance, analyzing English language programs, the author can consider the course intensive, if it includes grammar in a shortened variant. Another course may be considered intensive if its aim is training a student to communicate on some specific topic, e.g. business-presentation and the ensuing discussion. A great contribution to the development of intensive foreign language teaching was made by I. A. Zimnaya, O. O. Leontyev, R. Yu. Martynova, I. P. Podlasy, I. V. Rakhmanov.

Currently, intensive methods of teaching foreign languages are becoming increasingly popular. The success in mastering foreign language communication, the comfort and the majority of the learning process itself has led to the fact that this idea has interested many school teachers. Active learning methods should be called to maximize the level of cognitive activity of schoolchildren, encourage them to diligent teaching. In school practice and methodical literature, it is customary to divide teaching methods according to the source of knowledge: verbal (story, lecture, conversation, reading), visual (demonstration of natural, on-screen and other visual aids, experiments) and practical (laboratory and practical work). Each of them can be more active and less active, passive.

There are many varieties of the intensive method used mainly for teaching foreign languages to adults. However, at school experienced teachers successfully use the methods of work inherent in this method.

What are the features of this technology?

- In the use of techniques that activate the conscious and subconscious processes of the psyche to create an extensive and strong language base.
- In the development of tasks that motivate communication.

- In the optimal organization of the collective interaction of students with each other and with the teacher.

Each cycle of classes consists of three consecutive steps: the introduction of new material (using text), training in communication, the practice of communication.

Training in communication (first development) — the process of securing the input material through exercises.

Communication practice (second development) is the process of free and creative use of the material in different communication situations. Tasks are a system of etudes and are creative.

The motivational aspect of learning is due to the introduction of communication situations that are of interest to students, as well as the use of methods and forms of training developed in the framework of the method: learning in the process of communication, an introduction of role-playing games, background music, visual aids and modern technologies.

All the above leads to the conclusion: the correct application of the technique of intensive narrowing allows one to achieve excellent results in the foreign language both in terms of the amount of material learned and in terms of the duration of the study.

In conclusion, it should be said that the main task of the school is the development of the abilities and talents of a person, the formation of thinking abilities during the period of active strengthening of the information flow through scientific and technical progress. This requires the creation of the necessary for the modern educational space renewal, the development of innovative pedagogical technologies, the orientation of teachers on creativity and scientific research because objectively organizing the educational process at the level of the state educational standard sets itself the task of introducing new pedagogical technologies.

As the theoretical investigations on intensive learning are still ongoing it is worth studying and experimenting foreign language learning with the application of intensive methods. We believe that the use of intensive methods in teaching foreign languages greatly contribute to the effective acquisition of the second language.

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