
INTENSIVE METHODS OF TEACHING ENGLISH LANGAUGE

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Abstract:

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.

It is well-known that the main practical purpose of teaching foreign languages is the acquisition of the communication competency. 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 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 main task of intensive methods of teaching a foreign language is to master under tight time a foreign language as means of communication and means of knowledge, to develop skills of understanding speech in a foreign language on every-day, socio-political and scientific topics. Considering this, it is necessary to use the elements of intensive methods in fragments or in parallel in the process of teaching a foreign language at non-linguistic specialties, which will greatly intensify the process of training a foreign language speech. On this basis, we can say that the use of intensive methods of teaching foreign languages in non-linguistic specialties involves complex and parallel development of all kinds of speech activity, virtually simultaneous creation of listening and speaking skills in a foreign language, with a slight delay of time for development of reading and writing speech skills. With this approach, there is a shift from quantitative parameters of training to qualitative ones, the relationship between home and classroom load of students in favor of the latter is reconsidered, a new nature of the interaction of the teacher and the student is formed, as well as the learners themselves.

We would like to consider more closely intensive methods of teaching foreign languages, since it is not just effective training, but the one in which maximum efficiency in the shortest possible learning time with minimum effort of students and teachers is achieved. Intensification of learning activities can be achieved by various means, in particular, due to the special organization of the educational material, its concentration and distribution, specific forms and methods of teaching, as well as by mobilizing and more productive use of



students' potential. Activity in teaching does not belong to the innate personality traits. It is formed in the process of cognitive activity and is characterized by a desire for knowledge.

One of the most successful moments confirming the effectiveness of this approach to teaching a foreign language is to overcome the psychological barriers, in particular, the barrier of fear of speaking a "foreign" language, barrier and fear of the possibility of making a mistake, as well as overcoming internal awkwardness and hesitation.

The success of training is provided by the fact that any of the simulated situations is vitally important for the students. It should be noted that for the use of the intensive method specially trained teachers, specially organized training material and classrooms appropriately equipped are required. Only in this case, you can be sure that such efforts will be justified. Intensive courses of teaching foreign languages in language centers involve the development of trainees' skills in practical language skills in a short time for communicative purposes, that is, to understand the speech of others and the free expression of their thoughts.

The list of used literature

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