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СЎЗ САНЪАТИ ХАЛҚАРО ЖУРНАЛИ МЕЖДУНАРОДНЫЙ ЖУРНАЛ ИСКУССТВО СЛОВА INTERNATIONAL JOURNAL OF WORD ART


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THE METHODOICAL PRINCIPLES OF INTENSIVE TEACHING

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ANNOTATION

This article examines the problem of teaching a foreign language based on intensive teaching of a foreign language. Since, in the conditions of informatization of the education system, information and communication technologies are actively and successfully used in teaching a foreign language, which can significantly increase the efficiency of this process. Terms of foreign language communication in the modern world, where a foreign language is a means of communication, knowledge acquisition and accumulation of information, determined the need for ownership of all kinds of speech activity: speaking and listening comprehension of speech in this foreign language, as well as reading and writing.

Key words: foreign language, information communication technology, training, intensive teaching, method, development, formation.

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МЕТОДИЧЕСКИЕ ПРИНЦИПЫ ИНТЕНСИВНОГО ОБУЧЕНИЯ

АННОТАЦИЯ

В статье исследуется проблема обучения иностранному языку на основе интенсивного обучения иностранному языку. Поскольку в условиях информатизации системы образования информационно-коммуникационные технологии активно и успешно используются при

обучении иностранному языку, что позволяет значительно повысить эффективность этого процесса. Условия иноязычного общения в современном мире, где иностранный язык является средством общения, приобретения знаний и накопления информации, определили необходимость владения всеми видами речевой деятельности: устной и слуховой речью на этом иностранном языке, а также чтение и письмо.

Ключевые слова: иностранный язык, информационные коммуникационные технологии, обучение, интенсивное обучение, методика, развитие, образование.

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CHET TIL O'QITISHDA INTENSIV O'QITISHNING METODIK PRINTSIPLARI

ANNOTATSIYA

Ushbu maqola chet tilini intensiv o'qitish asosida chet tilini o'qitish muammosini ko'rib chiqadi. Ta'lim tizimini axborotlashtirish sharoitida chet el tilini o'qitishda axborot-kommunikatsiya texnologiyalari faol va muvaffaqiyatli qo'llanilmoqda, bu esa ushbu jarayon samaradorligini sezilarli darajada oshirishi mumkin. Chet tili aloqa qilish, ma'lumot olish va ma'lumot to'plash vositasi bo'lgan zamonaviy dunyoda chet tillari bilan aloqa qilish shartlari, nutq faoliyatining barcha turlariga egalik qilish zarurligini belgilab berdi: ushbu chet tilida nutqni tinglash va tinglash, shuningdek o'qish va yozish.

Tayanch so'zlar: chet tili, axborot-kommunikatsiya texnologiyalari, o'qitish, intensiv o'qitish, metod, rivojlantirish, shakllantirish.

Orientation of methodical system of intensive teaching to achieve the main goals of education - understanding and production of oral texts, does not mean that reading and writing not given attention. To be more precise, they receive less attention than the process of conversational speech. In the study of methodological principle of personal communication, system reduced to two provisions defining the opportunities in terms of accelerated learning a foreign language:

- consideration of the factors contributing to effective learning activities in terms of communication;
- unity of the social and pedagogical aspect of communication.

1. The effectiveness of training activities in the intensive course depends on many factors. Excellent performance of students on their level of knowledge, as well as the interaction of a group of students with each other and with the teacher.

The implementation of this principle requires that each person included in the learning process to integrate knowledge and skills to overcome the difficulties. The effectiveness of collective action is also in changes undergone by the person during the course of intensive training.

For the organization more effective in terms of the principle of dialogue taken into account certain characteristics. This is the optimum volume group (10-12 people), personality characteristics, and the spatial arrangement of the training team.

To communicate the lesson to be effective it must be controlled. Leontiev offers a way of learning: "From the outset, we must consciously put on restriction on changes in these factors, choosing and combining them in such a way as to ensure optimal conditions for communication. Then gradually remove restrictions and ensure the transfer of the formed skills to the new conditions of communication.

Communication under intensive teaching must have the concept of "role". Social roles in the group contribute to the management of communication in the classroom.

The situation created by the teacher in the classroom, organized as the interweaving roles in personal manifestation.

Management role-playing game - it is just the management of group communication.

Through the involvement of students in the game, and the distribution of roles the teacher teaches communicate. It also helps to overcome some psychological barriers at students.

Also in the disclosure of this principle makes provision for an indissoluble unity of educational-cognitive activity and communication in the conditions of intensive training.

Thus, the principle of personal communication, which based on the position of the merger process of learning and communication, solves the problem of foreign language communication in the unity of the two functions: to train and educate.

Phased-concentric principle. The relationship of the two components content "of the subject" and "content of the educational process" revealed, first on the basis or you can say in the content of the principle of phased-concentric organization of the subject and the learning process. As we know, the purpose of intensive foreign language training is to ensure that the educational process for a minimum period of a maximum amount of educational material, necessary and sufficient to effectively achieve this goal.

The first phase of the intensive course more delimited than others. In turn, the second and third phases include to the level of mining material, the allocation of speech material, and performing with them and then understanding the student returns again to the speech act.

A number of local Methodist intensive procedure see it as a process of differentiation of speech acts. The methodology of intensive training, this means that each session different layers of lexical and grammatical material through different stages of movement from synthesis to analysis and back to synthesis. Efficiency of passage of these processes will depend on the degree of formation of speech activities. Such an approach to mastering a foreign language speech closely related to the ability of an individual voice.

Verbal ability - the ability of the individual to the generation of speech at all kinds of speech activity.

In the course of intensive teaching considered three layer model and language acquisition is implemented like this:

1) The initial phase of 20-30 hours. Formed the nucleus of the future ownership of communicative communication in the target language. The first stage could be called "the first concentrate." Because for orientation in speech situations, although elementary type involves the mastery of certain lexical dictionary. At this stage, this could be considered complete, since purchased the first basic orientation. After the first stage comes an intermediate stage of the accumulated understanding of linguistic material and its systematization.

2) The second stage - this is a qualitatively new communicative tasks based on lexical dictionary of the first level, and the new vocabulary acquired during the sessions of the second stage. This is the second stage of "Hubs" - made possible by the large amount of linguistic material (800-1000 lexical units). Also has a great level of analytical activities. Ease the transition at this stage of reading and writing is of great interest of students and increased motivation of knowing the results and prospects of its training activities. Since the second and third phase are not differentiated and stretched linearly, and develop in a spiral, the combination of analysis and synthesis, the formation of creative skills on new material, the activity of all kinds of speech activity does not weaken the students' interest in their studies. This specificity of intensive teaching associated with the formation of the collective. The transition from the first to the second stage - this time the active formation of the team, an active interpersonal communication, both among themselves and with the teacher.

Personality-role principle. The second methodological principle, revealing the interdependence of the two components of the training content is student-role-based organization of educational material and learning process. We know that communication is transformed into a creative personality-motivated process only if the student makes a conscious motivated speech acts.

Watching during practice for high school students in particular for their communication is in English, noticed that one of the most serious problems.

This lack of communication or motivation of its development to be too low. During the intensive course, this problem occurs, too, but in the course of learning, it disappears in view of the large number of texts and communicative high interest in training members of the group. I think that to address this shortcoming in the very beginning of an intensive course it should be remembered that the role behavior is a leader in management training and cognitive activity of students. Role behavior is a kind of social behavior of the individual. Role behavior closely related to educational psychology developed by the activity approach.

Experience intensive foreign language training allows to conclude that the great possibilities and feasibility of the role of communication in education.

The methodology of teaching foreign languages "role" considered only in the structure of educational and speech situations. Role behavior seen as an important component of teaching and speech situation bears in itself its main parameters.

According to the Kitaygorodskiy "This place and the role in the learning process corresponds only to a narrow concept of speaking practice and does not reflect special psychosocial, psychological and methodological characteristics of communication in English.

This approach to the role-playing activity does not correspond to the concepts and structure of intensive training. Communicating in a foreign language in the system of intensive teaching - a piece of the educational process and the basis for building educational and cognitive process.

According to Krashennikov "Teaching foreign language communication is possible only in a continuous dialogue."

Training in communication intensive teaching presupposes constantly active subjects of communication. Under the subjects understand the learner, in this case, are the subject of all students. Trainees must not only respond to communication, they go into the "role". At the time of execution of this role transformed into a platform realization of personal qualities and character of the student.

As part of an intensive course of communication keeps all the social and psychological aspects of true communication - communicative, interactive, and receptive - and sells all three of its functions. Therefore, we explain the principles of personal-role of the educational process, as the "communication" refers to the learner as the purpose of his speech and non-speech activity in conditions as close as possible to the non-academic collaborative activities.

As part of the intensive course characterized by duality or bilateral organization of educational communication. This achieved in two ways: Sexual trained as a solution set of given situations in life and communication of students as the only possible conditions and means of learning a foreign language.

Any situation communicative nature achieved by lexical baggage of the whole group.

Games convention always related to the actual conditions that facilitates the search for conversational clichés for different situations. Under these conditions, individually flowing cognitive process includes the linguistic baggage that have partners. Organized so that training activities entail a change in the student's relationship to the subject.

Considered principle provides a clear relationship of the subject and the learning process, promotes the effective implementation of learning objectives and determines the choice of methods and techniques of intensive training.

The next principle, which I reviewed in this "principle of collective interaction."

The principle of collective interaction

This principle relates to the component "teaching methods". This principle in all components of the course of intensive training. Especially, we will deal with this principle in the following areas of work when considering the Training Complex and the organization of educational process.

This principle relates the purpose of training and education within the framework of the intensive course.

Principle collective interaction could be defined as a way to organize training material, wherein:

a) The students are actively and intensively communicate with each other, share educational information, thereby expanding knowledge, improve their skills.

b) between the parties there is an optimum interaction and form characteristic of collective relationships that enhance learning.

c) the success is the success of each others.

Active communication with the students of the teacher is the main socio-psychological condition for the success of the learning process. Interaction gives rise to not only share knowledge about the system of language, but also learn to communicate. The process of learning foreign language communication - two-way process. Which gets a lot not only the student but also a teacher.

Types and methods of educational interaction must be such as to ensure an active and ongoing involvement of students in communication and information exchange.

In methodical system of intensive teaching used in many different ways of learning interaction that complement each other and give educational activity collective. Among them are the following:

- 1) simultaneous work in pairs.
- 2) uniform and differentiated work periods.
- 3) Simultaneous single or differentiated work in small groups of 4 people.
- 4) team work (2 microgroups).
- 5) the student group.
- 6) teacher - group.
- 7) teacher - microgroup.

In traditional systems, methodical work in dyads (2 persons) practiced very often.

Methodists' intensive teaching suggested that one of the most productive forms of interaction might be the work of students in small groups - triads, because the presence of a third person microgroup creates a position to communicate close to the natural situation. In this situation, the two communicating have to take into account the impact of the statements not only at him, but also to other persons. This leads to increased reflexivity necessary for teaching communication. At the same time a form of organization of work in triads allows the instructor to efficiently manage the structure of the collective interaction of learners. In intensive teaching collaboration and cooperation of the teacher and the student, the teacher and the group of students to each other is one of the most important elements of methodical system. Teamwork in terms of activity-mediated psychological climate restricts competition and turns it into a partnership where everyone wants to do so to express their individuality and meet the expectations of the group and strive to achieve the overall objectives of the joint venture. Optimal implementation of the capabilities of each acts as an individual, but subordinate to the common goal of the task. Summarizing the results of this and previous methodological principles on which built all the methodical system of intensive teaching, I want to bring the definition given G.A. Kitaygorodskoy: Intensive teaching - an organization accelerated, the assimilation of the knowledge, develop the necessary skills, through a set of specially organized collective training. Educational activities related to mobilize the collective personality of each student and their effective use in concentrated flowing learning process.

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