

APPLICATION OF INTENSIVE METHODS IN TEACHING THE LINGUOCULTURAL ASPECTS OF THE ENGLISH LANGUAGE

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This article discusses the application of modern intensive methods and techniques in teaching the linguocultural aspects of the English language at school.

Keywords: methods, teaching techniques, intensive training, cultural linguistics, aspects of teaching, modern society, sociocultural studies.

In practice, intensive teaching has long been established and is perceived by most teachers as a specific teaching system, different in a number of parameters from the methods of teaching foreign languages that are currently used. Within its framework, new principles for the selection and organization of speech and linguistic material have been developed, of which the leading ones are activity, personality-role, situational-thematic.

Intensive teaching of a foreign language is understood as teaching aimed mainly at mastering communication in the target language, based on the psychological reserves of the personality and activities of students that are not used in ordinary teaching, in particular on the management of socio-psychological processes in a group, and given with students and students among themselves, and usually carried out in a short time [1].

The purpose of intensive training is to master the skills of foreign language communication in the shortest possible time. This goal and the methodological techniques used to achieve it determine the advisability of a relatively large concentration of teaching hours.

The content of intensive training is the mastery of a set of skills and abilities that are sufficient and necessary for the effective implementation of activities in a specific area, as well as mastery of language material that ensures the formation, development and use of these skills and abilities.

It should be noted that the search for effec-

tive methods of teaching practical knowledge of foreign languages in a short time has a rather long history. The emergence and development of the so-called intensive methods dates back to the beginning of the 20th century, which is explained not only by historical and socio-economic reasons, but also by the popularity of the direct method, which paved the way for intensive teaching of foreign languages. Many of the fundamental provisions of the direct method (interest in oral speech, especially dialogical speech, the enlargement of the educational unit from a word to a semantic block, the selection of situations, the activation of students in the lesson, etc.) are preserved in most modern intensive courses.

After the direct method in different countries, a number of methods and techniques of the so-called intensive teaching of foreign languages have arisen, built on different theoretical foundations: audio – lingual, audiovisual, hypnopedia, relaxopedia, rhythmopedia and suggestionstopedia.

Methodologists and psychologists note the effectiveness of the suggestopedic method, which, in their opinion, is as follows:

1) assimilation of a very large number of speech units;

2) developing the ability of students to actively use the language «stock» in communication in a foreign language, in understanding foreign speech, in the ability to flexibly vary such communication, to transfer the acquired speech

units to other situations;

3) the creation of an extremely powerful motivation for learning;

4) removal of psychological barriers (constraint, fear, stiffness).

The role of the teacher in any teaching is enormous. Intensive training only sharpened the problem of the teacher's personality, the problem itself has always existed. The personality of the teacher, his authority are directly related to the learning outcomes.

The leading role of the teacher at all stages of the educational process is obvious. From the very first day of classes, the teacher sets the tone for communication with students and between them. This tonality can be characterized as emotionally positive, i.e. saturated with joy, benevolence, gentle humor, a sense of satisfaction with the success achieved and confidence in the final result of training.

Another goal of the intensive methodology of teaching foreign languages is that, intensive teaching of English is used when accelerated preparation is necessary. This is the case when the student is limited in time for which it is necessary to improve his level of knowledge.

The intensification of vocational education today is both a requirement of the time and a need of the students themselves. In response to these urgent needs, various forms and programs of accelerated learning and shortened education are rapidly developing, positioning themselves as methods or technologies of intensive adult education. A fairly large number of these sentences interprets intensity as a reduction in the time of mastering the curriculum, therefore, the concept of «acceleration» may well be a synonym for the concept of «intensive» in these cases [2].

Intensive training means training according to the usual method, but with a higher number of teaching hours per week.

It should be noted that in the normal course of training for all programs and for all levels, in order to increase the effectiveness of training, many teachers use the following elements of intensive training:

– emphasis is placed on the skills of literate oral speech and listening comprehension;

– systematic work on pronunciation, intonation during the entire training;

– the main emphasis on acquiring the skills of verbal expression of one's thoughts in English (overcoming the language barrier);

– widespread use of role-playing games, case methods, discussions, oral presentations, modeling of communication situations in the course of classes;

– inclusion of students from the first lessons into active language practice;

– optimization of educational material - building training programs, taking into account the individual goals of students, i.e. only what is needed is studied [3].

To ensure an intensive process of teaching a foreign language, it is very important to choose a teaching method suitable for a given audience. By teaching methods, it is customary to understand the direction in training, with the help of which goals and objectives should be realized, as well as ways and means of achieving the goal are identified. The strategy of teaching a foreign language is based on different approaches to teaching.

There are two main factors that characterize an intensive learning process:

The first factor is the minimum training period in order to achieve certain goals. As a rule, this applies to educational material in the «everyday» framework. At the same time, you will be offered the minimum amount of educational material and its corresponding organization.

The second factor assumes the maximum use of all reserves of the student. This is achieved through special interaction in the learning community and creative approach to teaching. In foreign and domestic theory and practice of teaching foreign languages, group forms of teaching are increasingly being established: several people (two, three or more).

The main advantage of such training is that within the group, interaction is formed between students, their joint coordinated activity leads to the realization of the main goal – mastering speech activity.

Some experts consider emerging problems within the framework of this method, calling them myths. They call intensive learning «myths» some simplistic, sometimes one-sided, and sometimes downright misconceptions about intensive learning. These common perceptions that exist at the level of everyday consciousness are quite com-

mon and are often associated with the method itself. Apparently, such myths owe their origin to a shallow and insufficiently systematic acquaintance with the methods of intensive education. Often the scheme of the birth of the «myth» is as follows: some external characteristic of the intensive learning process is pulled out of the holistic context of learning, and it is in it that the essence of the method is seen [4].

Summing up the review of the methodological provisions on which the methodological system of intensive education is built, we will try to give the most general definition of intensive teaching of foreign languages as a strategic teaching model. In this definition, as it were, all the provisions on the basis of which it is constructed are mediated. Intensive learning is the

organization of knowledge assimilation and the formation of speech skills and abilities through a set of specially organized educational and cognitive actions associated with mobilizing the capabilities of the team, the personality of each student and their effective use in a concentrated educational process. An external form and at the same time a means of implementing the system of intensive education is the teacher's conscious and purposeful management of the communication process in the study group. The condition for the effective course of this process is to increase the activity and creative role of the teacher, maximum mobilization and successful implementation of his personal and professional capabilities, training and education of students in the team and through the team.

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ПРИМЕНЕНИЕ ИНТЕНСИВНЫХ МЕТОДОВ В ОБУЧЕНИИ ЛИНГВОКУЛЬТУРНЫХ АСПЕКТОВ АНГЛИЙСКОГО ЯЗЫКА

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В данной статье рассматриваются вопросы применения современных интенсивных методов и приемов в обучении лингвокультурных аспектов английского языка в школе.

Ключевые слова: методы, приемы обучения, интенсивное обучение, лингвокультурология, аспекты обучения, современное общество, социокультурология.