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The main characteristics of the intensive-communicative method of teaching Russian as Second Language: practical experience with students from the USA

An analysis of methodological approaches historically developed in the system of teaching a foreign language shows a change in methods of language teaching as a tool for written and oral communication. At present, it is aimed at forming a multicultural outlook and mutual understanding between representatives of different

nations [see 1]. The teaching method is an ordered way of the interrelated activity of the teacher and the students, aimed at achieving educational goals. Teaching methods are the most important component of the learning system – it is the development of a learning process technology in which many, if not all, sides and components, all the laws and principles, all the circumstances and conditions of learning are essential. In the dynamics of development and predominance of one or another method in language training, one can be traced to a specific learning goal, its shift from mastering receptive types of learning and speech activities (reading, writing and translation) to using productive types of speech activities (oral speech and practical communication and thinking in a foreign language), as well as productive types of written communication.

Traditionally, in the process of teaching Russian as Second language to foreign students there are three levels: learning the language as a language system; speech training; learning to communicate. However, from the point of view of the communicative approach, the most common and popular today, is learning to communicate, to create speech situations and conditions in class as close as possible to the natural ones. To ensure the most effective foreign students' mastering of communication in Russian in the process of formation and development of communicative competence at the initial stage (preparatory department), it is necessary to combine the basic principles of intensive and communicative teaching methods. However, our experience of working with students from the United States, during which, due to the short course of RSL (36 academic hours plus conversational language practice using English as the intermediary language), the use of the usual methods of teaching foreign students did not work, which resulted in necessity to create a compressed intensive course designed for the minimum number classroom time.

As you know, the basic principle of educational communication in the course of intensive study is not to learn the language code, but to activate students' speaking. It is the state of activity of the teacher and students that allows to achieve higher levels of intensity of the educational process. The activity of the participants in the

educational process is determined by their constant involvement in the process of group interaction and educational communication. Communication in the target language permeates the learning process, acting at the same time as the goal of learning and the means and conditions for achieving it.

Intensive teaching methods have the following characteristics:

- 1) mastering the speaking form of communication;
- 2) interaction in the language environment;
- 3) mastering the complex of skills and abilities necessary for carrying out activities in a specific area of communication, which is reflected in the selection of lexical and grammatical material, situations and topics of communication for classes;
- 4) the intensive nature of learning;
- 5) the focus of classes is not on acquiring knowledge of the language, but on the formation of speaking skills;
- 6) wide use of group forms of work and management of the communication process in the group by the teacher;
- 7) the widespread use of any possible means and channels of influence on students, reliance on both consciously-arbitrary and subconsciously-involuntary mastery of the material, which, in particular, is achieved through the inclusion in the educational process of special teaching methods, in particular - multimedia technologies. After all, they provide the possibility of parallel involvement of different channels of perception of educational information, as well as various ways of memorizing [see 2].

Intensive training model is based on such methodological principles as the principle of communicativeness, as the goal of classes implying the formation of practical skills and abilities in situations as close as possible to the conditions of real (professional) communication; the principle of the oral basis of learning, which considers speech, rather than text, as the basis of learning, and implies the initial perception and processing of material by ear; the principle of functionality, meaning a practical approach to the study of grammar, while the means of expression are determined by the content of speech, and the sequence of studying these means is determined by themes and situations; the principle of situationality, involving the use

of professionally directed learning and speech situations as the main unit of instruction; the principle of visual-auditory synthesis, providing for the widespread use of visual and auditory clarity both at the stage of material semantization, and at the stages of its consolidation and use in speech. Situational character, functional orientation, reliance on various sources of perception, use of multimedia means contribute to a fairly rapid mastery of speaking skills within a limited set of professional topics and situations of communication. It is this comprehensive training that made it possible in the shortest possible time to give students the opportunity to master a set of simplest phrases for a number of communicative situations on the necessary grammatical material. That is, we can talk about the use of the intensively communicative teaching method in this particular situation, the effectiveness of which is confirmed by practice.

For intensive communicative learning, the principle of interaction between conscious and unconscious mental processes of students in the course of mastering professional communication, the use of auditory, visual, subject and visual clarity, situational nature and plot, effective types of learning interaction between students and the teacher are characteristic. Teaching RSL to foreign students with the use of intensively communicative methods contributes to the intensive memorization of lexical material. The form of employment serves as a psychological tool, a background in which interest in learning rises, tension is relieved, memorizing and creative abilities of the students' personality are revealed. The organization of classes with American students in an intensively communicative technique greatly intensified the learning process.

Thus, intensively communicative learning can be defined as a specially organized learning communication, in the process of which accelerated learning is carried out, and the communicative competence of a foreign student is actively developing. Combining the principles and ideas of intensive and communicative learning, as well as the means and methods used in this process, it is possible to significantly improve the efficiency of language training in the sphere of RSL.

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The usage of “choice board” at second language classes

An excellent way to increase student ownership of learning in your classroom is to use of choice boards.

Choice boards allow students to choose how they will learn. Structured like a Tic-Tac-Toe board, choice boards offer a series of activities that focus on students’ specific learning needs, interests, and abilities. Students decide which activity they are most comfortable completing first, and once they master it, they can move on to more challenging activities.

Choice boards are easily adapted across disciplines and grade levels, and give students an opportunity to showcase the skills they’ve mastered, practice new content and skills, and extend their learning.

How to Create a Choice Board

- Identify the instructional focus and learning outcomes of a unit of study.

What do you want students to know and be able to do by the end of the unit?

- Determine student readiness, interests, learning styles, and needs using assessment data, student surveys, and learner profiles.