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The intensive course of the language training: methods and approaches

Every day in the education sector there are some new developments, programs, teaching techniques and all sorts of other innovations. Old, or, as they can be called,

traditional, if not forgotten, techniques are simply pushed into the background because of the loss of its relevance and low efficiency. And this trend is observed in all directions, on which the training takes place, including in the study of foreign languages.

In order to learn any foreign language as quickly and efficiently as possible, it is necessary to immerse yourself in the language environment as much as possible. This immersion is achieved by communicative work in mini-groups with a teacher. Of course, you need time to master the basic skills in using a new foreign language. But sometimes there is almost no time for studying, and in this case an intensive course program is developed with its own peculiarities, teaching methods and approaches to controlling the knowledge and skills acquired by students.

Indeed, an essential feature of the intensive course is the saving of time. There are several advantages of such a study of a foreign language: the maximum language immersion; development of conversational skills; educational materials in different forms (printed and digital); acceleration of the pace of studying the program; a variety of extracurricular activities designed to improve the level of knowledge of the new language (excursions, quests, speaking clubs, joint cultural activities with native speakers).

As you know, the methods of intensive learning of foreign languages are based mainly on the psychological reserves of the individual and the team with purposeful manipulation of the socio-psychological processes of interpersonal group interaction, so that students can easily and productively process large amounts of new knowledge in a very short time.

The key word in the intensive training system is the term "activation" which is a process that aims to achieve a person's activity and stabilize this state. In its original interpretation, the term "intensity" is regarded as "tension", namely: the state of activity at a particular moment in time. Similarly, the notion of "intensive learning" should be interpreted: it should be understood as dynamism, active interaction of teachers and groups of students, students with each other, activation of learning processes, memory resources, imagination and attention.

First, the student moves forward through the various stages of the formation of the ability to speak, beginning with the intonation, then passing to the lexico-grammatical, and then to the syntactic and phonetic. Moreover, all this happens in a completely natural way, and not vice versa, as it can be observed in traditional methods of teaching. And the timing of mastering a new skill is greatly reduced. Already in the course of the first lesson, the student begins to express himself in a foreign language with the help of ready-made constructions. Initially, of course, he does not know the rules of grammar, but gradually goes to the level of analysis of those constructions that he uses, and then he starts using them again in his speech, at the same time making a solution to all sorts of problems in an atmosphere of natural communication, but on a completely different level. This is called a microcycle. And only at one stage of the learning process of these microcycles there is a mass. As a result, the student learns several hundreds of lexical units during one course, but most importantly, he learns to apply them easily and freely in various communication situations.

One of the most notable features of this technique is the orientation toward involuntary memorization, which occurs due to the fact that students do not even realize that they are learning, because the class creates the illusion of real live communication.

Preparation and implementation of an intensive language course pose a number of important tasks not only for students but also for the teacher. First of all, this is ability to formulate clear and accessible tasks. Since in some cases the task may sound "unusual" for students, one should clearly explain what is required, if necessary, switch to the native language for a better understanding. Further, the ability to organize and maintain informal communication is important, when the teacher acts as if "removing" the clear transitions from one task to another in such a way that the logic in the design of the lesson structure is not violated. At last, important skill of the teacher is the ability to increase the number of minutes for live communication in the classroom through the use of methods and forms of collective cooperation.

The external form and at the same time the means of implementing the intensive training system is the conscious and purposeful management by the teacher of the process of communication in the training group. The condition for the effective implementation of this process is the increase in the activity and creative role of the teacher, the maximum mobilization and successful implementation of his personal and professional capabilities, the training of students in the team and with the help of the team.

An important aspect of an intensive language course is specially designed monitoring tasks formed on the material of the topics studied and created to test the level of mastering students' key knowledge and skills. The most acceptable method of control in a modern audience, especially in terms of language intensity, is testing, a method of research that provides special tasks for students to perform. The basis of this form of control is the use of tasks of a standard form, which is called "a test", which in translation means testing, research, verification. The test is defined as a set of tasks prepared in accordance with certain requirements and passed preliminary testing in order to determine its quality indicators. It allows you to identify the degree of its linguistic (language) and communicative (speech) competencies in the tested person. This set of tasks exists in the form of a set of questions that ensure the uniqueness of the answers of the subjects. It is distinguished by careful development in accordance with certain rules and procedures, preliminary experimental verification, availability of performance characteristics such as validity and reliability. The existing standard of the answer guarantees the objectivity of test results that are quantifiable. Language testing is a procedure of pedagogical measurements, which is not devoid of characteristic contradictions. In the most general form, the contradictions under consideration boil down to the fact that the desire to increase the objectivity of pedagogical measurements leads to a unification of the procedure for language testing without taking into account individual cognitive styles. The desire to increase the validity of language tests leads to the fact that important information obtained during testing is ignored, as the certainty of "what exactly measures this test" is lost. The reliability of language tests is increased

through the "moderation" procedure, excluding a flexible personal-oriented approach to the organization of testing

The standardization of language testing, dictated by the desire to increase the validity, reliability and objectivity of the applied test instruments (tests), is often expressed in resisting attempts to introduce alternative language testing into the practice of pedagogical measurements, providing the right to choose the form of the exam, a more complete consideration of the individual characteristics of students and able to report participants valuable information that is essential for improving learning outcomes. Finally, the existing quantitative paradigm of language testing, that is, the orientation toward a quantitative norm, even if qualitative criteria are applied (all translated into scores), creates the false impression that success is a quantitative indicator. At the same time, the role of the language test as a humanistic tool of pedagogical measurements is significantly reduced.

In conclusion, it would be nice to add that, unlike many innovative methods of teaching a foreign language, intensive training has already fully formed, but is perceived by teachers as a specific form and system of instruction, in many ways different from the traditional method of teaching foreign languages. Moreover, it has developed new principles for the selection and organization of linguistic material, among which the leading are the following: activity, personal-role, and situational-thematic. But this technique is one of the examples of a qualitative change in the traditional approach to teaching foreign languages, since the main purpose of this methodology is to motivate students to perform specific oral and written assignments by any available means.

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Использование дискуссии в преподавании РКИ

Использование дискуссии в преподавании иностранного языка не ново. Методике применения дискуссионных форм работ на занятиях посвящены многие научно-исследовательские работы.

Дискуссия (от лат. *discussio* – рассмотрение, исследование) – способ организации совместной деятельности с целью интенсификации процесса принятия решений в группе посредством обсуждения какого-либо вопроса или проблемы [4, 15]. Этот способ социального взаимодействия обладает огромным потенциалом в обучении, развитии и воспитании.

Основополагающей составляющей дискуссии является наличие практически и теоретически значимой проблемы для обсуждения (с социальной, культурологической, политической и других точек зрения), но само по себе существование проблемы не обеспечит проведения плодотворной дискуссии [3, 198]. Для того чтобы участвовать в дискуссии, необходимо обладать определенным набором навыков, включающих как интеллектуальные умения, так и навыки речевой деятельности [1, 307].

Отмечают, что обучающий эффект дискуссии детерминируется предоставляемой участнику возможностью получить разнообразную