

Efficiency in teaching modern intensive methods

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Abstract: This article defines the principles and their impact on foreign language learners through an intensive teaching methodology.

Key words: principle, integral, suggestive-cybernetic, concentrations, polyfunctional.

Intensive teaching methods - a group of methods for teaching a foreign language, leading its origin from the one developed in the 60s. Bulgarian scientist G. Lozanov of the suggestopedic method and including the following methods: the method of activating the reserve capabilities of the student (G.A. Kitaygorodskaya), the emotional-semantic method (I.Yu. Shekhter), the method of accelerated learning for Adults (L.Sh. Gegechkori), the method immersion (A.S. Plesnevich), an integral method of accelerated learning for adults (V.V. Petrusinsky), rhythmopedia (G.M. Burdenyuk), hypnopedia (E.M. Sirovsky), speech behavior course (A.A. Akishina), "express method" (I. Davydova), etc.

They are based on the following methodological principles: The principle of collective interaction. This principle links the goals of training and education, characterizes the means, methods and conditions of a single educational process. Group training contributes to the emergence of additional socio-psychological incentives for learning in the individual, maintains such a psychological atmosphere in the educational team in which students get the opportunity to meet very important social and psychological needs of people: recognition, respect, attention from others.

All this further stimulates the cognitive activity of students. In the conditions of collective joint activity, a common fund of information about the subject being studied is formed, to which each student contributes, and they all use it together. Thus, communication with group partners becomes the main "means" of mastering the subject.

The principle of personality-oriented communication. In communication, each trainee is both an influencer and an influencer. Under these conditions, the process of personality formation is determined by the relationship of a person to a person, their communication. Language proficiency is, first of all, the ability to participate in real communication. The system of concepts in which communication can be described includes the concept of "role". Communication turns into a creative, personally motivated process. In THIS case, the student does not imitate the activity, but "possesses" the motive of the activity, i.e., performs motivated speech acts. Personal speech communication is the basis for building an educational and cognitive process in intensive teaching of foreign languages.

The principle of the role organization of the educational process. Role-playing communication is both a game, and educational, and speech activity. If from the position of the student, role-playing communication is a game, then from the position of the teacher, this is the main form of organizing the educational process. In accordance with the idea, the main educational text for students is a polylogue, and the participants in the actions described in it are the students themselves. Thus, one of the techniques of the method of non-directive regulation of the student's behavior in a group is.

The principle of concentration in the organization educational material and educational process. This principle characterizes not only the qualitative, but also the quantitative specifics of intensive communication. This specificity is manifested in various aspects: the concentration of educational situations, classes, the concentration of educational material associated with its volume and distribution in the course of study. A large amount of educational material, especially at the initial stage of training, makes it possible already at the first lesson to organize situations

that are as close as possible to real communication. This creates a high motivation for learning, as if bringing the result of learning closer to its beginning. Concentration in the organization of educational material entails a specific organization of the educational process, which manifests itself, in particular, in a high "density of communication", a variety of types and forms of work, etc. In conditions of a large amount of educational material, the following are effective: a) microcycles; b) plot organization of classes and their fragments; c) construction of educational texts as a model of speech behavior in certain situations, etc.

The principle of multifunctionality of exercises. This principle reflects the specifics of the system of exercises in the activation method. A language skill formed in non-speech conditions is fragile and incapable of transfer. Therefore, an approach to learning is productive, in which simultaneous and parallel mastery of language material and speech activity. The principle of multifunctionality of exercises.

This principle reflects the specifics of the system of exercises in the activation method. A language skill formed in non-speech conditions is fragile and incapable of transfer. Therefore, an approach to learning is productive, in which simultaneous and parallel mastery of language material and speech activity is carried out. The main goal of intensive teaching methods, as well as other teaching methods at the present stage of education development, is the implementation of a communicative approach in teaching a foreign language, i.e. training in communicative competence (the ability to establish and maintain the necessary contacts with other people), but under a strict time limit.

This leads to the following definitions of intensive learning: "Intensive teaching of a foreign language is teaching aimed mainly at mastering communication in the target language, based on the psychological reserves of the personality and activity of students that are not used in ordinary teaching" - G.A. Kitaygorodskaya. "Intensive learning is not just effective learning, but one that achieves maximum efficiency in the minimum possible study time, with the minimum effort of the student and teacher".

References

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