



INTENSITY OF LEARNING A FOREIGN LANGUAGE: PURPOSE AND OBJECTIVE

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ABSTRACT

This article examines the features of intensive teaching foreign languages. Short-term foreign language training for adults is an interesting and methodologically relevant area of study. Achievements of intensive methods in the field of enhancing the processes of perception and assimilation of the material basis of communication, in revealing new reserves of its motivation and in the development of adequate forms of collective interaction should become the property of the school methodology as soon as possible in order to raise its authority and effectiveness, to increase the effectiveness of the educational process. A detailed study of intensive teaching of foreign languages in a language university opens up many opportunities for more than one researcher.

KEY WORDS: *methodology, factor, intensity, motivation, language center, training system, adult contingent*

DISCUSSION

The role of the English language in the modern world has changed significantly. English has become not just the language of the world community, there is a "globalization of the English language" [5], that is, all the peoples of the world can communicate with each other in one, well-known and understandable language - English.

The sphere of foreign language teaching methodology is undergoing constant changes. Experts constantly argue about which method of learning a foreign language is more effective. Proponents of the classical method prefer the traditional way of learning a language, since it is who trains all four basic language skills: speaking, listening, reading and writing.

The objective conditions of the modern socio-economic situation determine the need for the emergence of additional educational services and the corresponding institutions of additional education. The main factor here is the changing situation in the labor market, when almost any basic education requires knowledge of a foreign language, most often English. Another factor in the development of the system of additional educational services is the needs of adults themselves, sometimes dictated by motives. These may be needs for additional education, conditioned by the individual's desire for self-improvement, broadening the horizons of life, and the desire to gain greater self-confidence.

Currently on the agenda is the issue of scientific reasonable organization of mass short-term

teaching of foreign languages, the creation of new and diverse courses of teaching foreign languages, designed for a different contingent of students, taking into account the goals and objectives of teaching today, and also reflecting the changes taking place in the modern world; development of new programs, teaching methods, etc.

The ability to master a foreign language is largely degrees depend on a number of factors that must be considered when choosing techniques and teaching methods in each specific situation. Let's consider some of them.

It should be noted that such an approach to teaching a foreign language does not presuppose the assimilation (knowledge) of language units of various levels, but teaching communication in general. This is the main specificity of teaching foreign languages in intensive courses in language centers.

Intensive courses of teaching foreign languages in language centers involve the development of trainees' skills in practical language skills in a short time for communicative purposes, that is, to understand the speech of others and the free expression of their thoughts.

First of all, let us focus on the intensive method of teaching foreign languages. Intensive methodology is a training system that appeared in response to the demand of the times. In the most general form, these requirements can be reduced to the acceleration of the process of teaching foreign



languages with minimal energy consumption of the subject[1.p.188].

The main task of the intensive method of teaching a foreign language is to master, under the conditions of a tight time limit, a foreign language as a means of communication and a means of knowledge, to develop the skills and abilities of understanding oral speech in a foreign language at a normal (natural) or close to normal pace with practically unlimited everyday, social political and general scientific topics.[3]

Intensive teaching of a foreign language is maximally focused on creating a natural language environment, activating students and mobilizing their hidden psychological reserves. As T.I. Kapitonova, G.A. Plotkin and T.M. Teterin, this allows to significantly increase the volume of linguistic material reproduced in typical situations and freely transferred to new situations [8, p. 63].

Signs of intensive learning should also include increased attention to the organization of pedagogical communication in the classroom, the socio-psychological climate in the group, the creation of adequate

Teaching foreign languages at intensive courses in language centers has its own specifics, which is different from teaching at school and university.

Thus, the main contingent of students in intensive courses at language centers is most often adults who study a foreign language in order to carry out professional activities, mainly abroad.

The students of the courses are not students, but individuals who try to live with dignity those few hours of class when they speak a foreign language. And to make them want to talk, they are constantly attracted to participate in changing events. The entire training course is designed for three months (with interruptions). After such a course, a person can freely express himself in a foreign language and solve his life problems. The correct application of the intensive training methodology allows to achieve impressive results in teaching a foreign language, both in terms of the volume of material learned and in terms of training.

The problem of creating intensive foreign language courses that will allow adults to master basic communication skills in the target language as soon as possible is inextricably linked with the problem of choosing the most optimal method of accelerated learning.

Based on the main task of intensive training of the adult contingent - to master the skills of foreign language communication in the shortest possible time, two main factors can be distinguished that characterize intensive training:

1) the minimum required training period to achieve the goal (future speech activity) with the maximum amount of training material necessary for this purpose and its corresponding organization;

2) The maximum use of all reserves of the student's personality, achieved under conditions of special interaction in the study group with the creative influence of the teacher's personality [4, p. 67].

Based on the existing in psychology and teaching methods giving foreign languages a point of view, according to which interconnected learning can be carried out by purposefully forming general skills in one type of speech act and transferring them to another, you can make a list of characteristics common to prepared and unprepared speech:

- The ability to consistently develop thoughts expressed in a foreign language, drawing conclusions and generalizations;
- The ability to use arguments corresponding to the communicative intention in foreign language statements;
- The ability to fully express thoughts expressed in a foreign language;
- The ability to express in a foreign language a subjective and evaluative attitude to the subject of speech.[7]
- In the context of teaching adults to speak a foreign language on CCFL, the specifics of the selection of educational material are as follows:
- The educational material should be necessary and sufficient for the formation of strong foreign language skills and abilities,
- It must correspond to the interests, as well as the level of intellectual, linguistic and general development of adult learners,
- Educational material must be authentic,
- The educational material should carry information about the cultural realities of the countries of the target language,
- It must correspond to speech actions carried out to solve problems of oral speech foreign language communication,
- Linguistic and speech material should ensure the formation of an active and passive stock, i.e. the productive and receptive assimilation of it by adults is sought.
- The selected teaching material is organized according to following principles:
- The principle of information novelty,
- The training material is organized into speech blocks within the framework of a thematic-situational approach.
- The teaching material is organized concentrically,
- The volume of training tasks should be sufficient for group training.

As we noted above, students of courses in language centers are mostly adults with non-philological education. In rare cases, they have experience in mastering a foreign language. In addition, it must be admitted that their basic knowledge in the



field of their native language leaves much to be desired, since they have long been forgotten. In such conditions, the initial courses of teaching a foreign language provide the listeners with the practical skills of oral speech, but do not guarantee its literacy.

Certain difficulties in such conditions also arise on a psychological basis, since the students of accelerated foreign language learning courses are adults with a certain social status. As noted by S.I. Melnik, "we have to train highly qualified specialists in their field, people with a well-established system of views on training. Regardless of what field of science or technology our students specialize in, they are accustomed to the fact that any training course is a strictly defined system of knowledge that must be understood and assimilated.

Therefore, the very obvious fact - when mastering a language, it is important to remember, and not to understand - seems column to them. Hence the latent or explicit opposition to the teacher's attempts to introduce and consolidate this or that material without explaining, a difficult transition to the position of an uncritical imitator, a painful reaction to the teacher's demands to believe him and to obey him without complaint "(Melnik, 1974, 185-86) [2].

Thus, the listeners of courses in language centers are mostly adults with non-philological education. In rare cases, they have experience in mastering a foreign language. In addition, it must be admitted that their basic knowledge in the field of their native language leaves much to be desired, since they have long been forgotten. In such conditions, the initial courses of teaching a foreign language provide the listeners with the practical skills of oral speech, but do not guarantee its literacy.

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