

INTENSIVE METHODS OF TEACHING FOREIGN LANGUAGES AT UNIVERSITY Ibraimov Kh.I.

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Abstract: *modern programs in foreign languages contain materials focused both on the final product and on the learning process. The development of intensive methods for universities and schools remains an urgent task today. The article defines the tasks of the intensive method of teaching in the university and the main factors confirming the effectiveness of the intensive methods of teaching a foreign language.*

Keywords: *intensive methods, classical method, communicative method, suggestion, suggestopedy.*

The scope of the methodology of teaching a foreign language 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 he who trains all four basic language skills: speaking, listening, reading and writing. When this occurs, the expansion of lexical stock and improved pronunciation. Supporters of the communicative technique point out the shortcomings of this technique. First, with a comprehensive study of the language, there is no time for purely conversational practice, and secondly, teachers, as a rule, are not native speakers

It should be noted that within the framework of the implementation of the Law of the Republic of Uzbekistan "On Education" and the National Program for Personnel Training, a comprehensive system of teaching foreign languages has been created in the country, aimed at creating a harmoniously developed, highly educated, modern-thinking young generation, further integrating the republic into the world community [1].

Speaking about the methods of teaching foreign languages, it should be clarified that they must comply with the conditions of study of the university of this profile. There are many intensive methods and concepts of teaching foreign languages. Intensive teaching methods are designed not only in the shortest possible time to form a certain set of skills and abilities for the learner, but also to force the learner to overcome the psychological barrier that inevitably arises when artificially forming secondary language competence.

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

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

2) the maximum use of all reserves of the student's personality, achieved under conditions of special interaction in the educational group under the creative influence of the teacher's personality [2, p. 68].

The features of this technology are as follows:

1) in the use of techniques that activate the conscious and subconscious processes of the psyche to create a vast and solid language base;

2) in the development of tasks that motivate communication;

3) in the optimal organization of the collective interaction of students with each other and with the teacher.

The method of intensive learning of foreign languages was originally created for the conditions of coursework. Experimental work has shown that the intensive method can be used when working with all age groups. However, the senior stage of education provides the most opportunities. The reasons for this are: the greatest degree of personality formation, an extensive information stock, the desire for knowledge of the world through communication with other people, the presence of the original language base.

The basis of the intensive teaching methods is the suggestopedic method. In the 60s in Sofia, an absolutely unique method for learning foreign languages was developed by the Bulgarian psychotherapist Georgi Lozanov at the Institute of Specialization and Advanced Medical Studies (ISUL). The main goal of the method was, using means of suggestive influence, to remove the complexes and barriers of people learning a foreign language and further, introducing them into a state of physical relaxation and mental concentration, to achieve the effect of hypermnnesia (that is, over-memorization). In the course of the experiment G. Lozanov managed to ensure that 1000 words in French were learned in one day. According to the scientist, people use from 5 to 10% of the capacity of the brain, and using its method, these figures could increase by 3-5 times, compared to traditional teaching methods. This form of suggestion was called "suggestopedy" (from Latin suggestio suggestion, hint + Greek paideia training), i.e. the use of methods of suggestion in learning.

G.Lozanov identifies three types of suggestion, which are used in the educational process to remove all kinds of psychological barriers among students.

Table 1. Types of suggestion (G.Lozanov), which are used in the educational process

<i>Psychological suggestion</i>	<i>Didactic suggestion</i>	<i>Artistic suggestion</i>
The teacher conducts classes based on the psychological factors of emotional impact, using logical forms of presentation of the material.	In the classroom, there are special techniques that activate learning	The teacher uses in the classroom various types of art (music, painting, theater elements) for the purpose of emotional impact on the student and harmonization of the lesson

The main provisions of suggestopedia are as follows:

- 1) the training should be joyful and relaxed;
- 2) it should be carried out on both conscious and subconscious levels;
- 3) in training, it is necessary to use usually untapped reserves of consciousness in order to increase effectiveness.

These reserves can be identified by suggestion [3, p. 6-7].

Although direct hypnosis is not used in this method, it has caused and continues to elicit a lot of criticism, since it provides subsensory stimulation and causes unconscious mental activity. So, the method has many opponents on the one hand, on the other hand, experimental studies were conducted (D. Schuster, L. Dhority, G.A. Kitayhorodskaya, I.Yu. Shekhter, etc.), during which its practical value. Many modifications of the suggestopes method have appeared, both in Russia and abroad. D. Schuster's method in America is called the "Suggestive-Accelerative Learning Techniques, SALT"; L. Dority's method (L. Dhority) became known as the "Method Study through Creative Learning" (Acquisition through Creative Teaching, The ACT Approach) [4, p. 3].

In Russia at the end of the 70s several methods appeared at once, based on the basic principles of activating reserve capabilities of G.Lozanov: the method of activating the capabilities of an individual and a team (G. A. Kitaigorodskaya), the emotional-semantic method (I.Yu. Shekhter), suggestokibernetik integral method (V.V. Petrusinsky), 168 method of accelerated adult learning (L.Sh. Gegechkori), immersion method (AS Plesnevich). [5, p. 25].

In the method of enhancing the reserve capacity of the individual student, G.A. Kitaygorodskaya used psychological theories and research by Soviet psychologists: the ideas of personally significant activities (A.N. Leont'ev), collective interaction (L. Vygotsky), the principle of the phased formation of speech actions (P.Ya. Halperin, M.M. Gohlerner, G.V. Eiger, T.V. Ryabova, II. Ilyasov). For many years now, Kitaygorodskaya has been conducting research and improving her unique method, complementing it with data obtained from the fields of educational psychology, psychophysiology, social psychology, and pedagogy.

Thus, intensive methods have contributed considerable energy to the method of teaching foreign languages in general. Achievements of intensive methods in the field of activating the processes of perception and assimilation of the material basis of communication, in opening up its reserves of motivation and in developing adequate forms of collective interaction should as soon as possible become the property of teaching methods at the university, to increase its effectiveness and efficiency.

References

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