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THE ROLE OF MODERN COMMUNICATIVE LINGUISTICS IN THE PROCESS OF INTENSIVE LEARNING FOREIGN LANGUAGES

Abstract: This article discusses the features of language courses, the main goal of which is to individualize training in accordance with the needs of corporate students and increase the effectiveness of this training. The relevance of lifelong education of adults and, as a consequence, the importance of teaching a foreign language is emphasized, the function of language courses is determined, and its main characteristics, strategic goals and tactical tasks are indicated. The tasks of the intensive method are as follows: the formation of speaking and listening skills among students based on the use of a significant volume (extensive in comparison with traditional methods) lexical material in a short period (short in comparison with traditional methods). 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.

Key words: language, courses, students.

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Introduction

Intensive study of a foreign language has gained particular popularity due to the fact that the rhythm of our life has increased significantly over the past two decades and continues to accelerate.

In recent years, the intensive method of teaching a foreign language has gained immense popularity. The effective experience of using this method of language acquisition gave impetus to the study of foreign languages for a large number of those who wish, as well as to the development of intensive teaching methods by teachers [2, 26].

One of the first researchers on the role of modern communicative linguistics in teaching methods Kitaygorodskaya G.A. writes: "Modern communicative linguistics sets new goals for the methodology, the main one of which is mastering the language as a means of communication" [4, 55]. To achieve this, it is necessary to "transition from mastering the language as a set of forms and means to the aggregate mastery of the language by students" [4, 57].

Intensive teaching of a foreign language is understood as teaching, which is focused, for the most part, on communication in the target language, based on the "psychological potential of the personality and activities of students not used in traditional teaching" [4, 59], in particular - on "control over social psychological processes in the team and control of the teacher's communication with students and students among themselves, and usually in a short time" [10, 60].

DA, Bikkert IG Kondratyeva consider intensive training as a full-fledged methodological concept, and focus on its upbringing function [2, 27]. They point out that the unity of these two functions at different levels constitutes an important and fundamental principle of intensive learning. Consequently, these two aspects of intensive learning interact with each other inseparably, that is, one function covers the other and vice versa [2, 27]. Since: "The intensive method of teaching a foreign language sets itself the task of mastering a foreign language in the shortest possible time for mastering communication skills, and is also used as a means of cognition to form the skills

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and abilities of the perception of oral speech in a foreign language in normal (natural) or close to a normal pace with practically unlimited everyday, socio-political and general scientific topics”[3, 21].

As you know, the assimilation of oral speech in a foreign language occurs in the process of communication, when the student participates in the communication process, he develops the speaking skill. To master this skill, the student must have a mandatory minimum of vocabulary or language material. This is necessary for the holistic perception of the speaker's speech, as well as for transmitting information to the interlocutor, expressing one's opinion, defending one's point of view in the communication process.

The purpose of this article is to show the role of communicative linguistics in the process of teaching foreign languages using the example of language courses.

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.

The tasks of intensive teaching foreign languages in language courses can be classified depending on the level of training of the students. There are three levels of training:

- 1) initial (preparatory stage)
- 2) vocational training (advanced training and retraining).

The presented characteristics, goals and objectives of teaching foreign languages in language courses cover a wide range of areas of professional training of employees. Further in the article, the specific features of teaching in language courses in the field of language training of specialists will be considered.

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

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

Intensive foreign language courses are always beginner courses that teach the basics of speaking in a few months. The effectiveness of such courses depends on several factors, the main of which are as follows:

- 1) personal characteristics and basic knowledge of students;
- 2) psychological factors;
- 3) proper methodological factors [11].

In the process of teaching a foreign language in intensive courses in language centers, it is necessary to take into account the basic knowledge of students, their "formed worldview, high intellectual

development, great life and professional experience, a sufficiently high cultural level, purposefulness, rationalism" [5, 69].

In an intensive course of a foreign language, vocabulary material is sampled based on the frequency-thematic principle. This can be explained by the fact that when selecting thematic material for a lesson, vocabulary units suitable for the topic of the lesson undergo additional control of the frequency of use, the number of synonyms and antonyms, and semantic diversity.

To note that the grammatical aspect is also covered in the course of intensive teaching methods. Without learning grammar, it is impossible to competently build your speech for communication practice.

In teaching grammar, the following applies:

- the principle of the authenticity of linguistic material,
- the principle of semantic opposition, which are supported by the introduction of grammatical material using examples.

To generate your own speech text, you need to know the rules of its construction, the grammar of the language. In teaching a foreign language at intensive courses in language centers, it is advisable to understand grammar “not as a set of rules, information about the system of language categories, but as a mechanism for ensuring communication. It means that the grammar must contain information about what language means are used to convey a certain meaning.

Planning training material according to time frames plays an important role in an intensive course of study.

One of these methods of teaching foreign languages in intensive courses is the audio-lingual method. 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.

However, this does not mean that grammar is unnecessary. The main disadvantage of the audio-lingual teaching method is that the main technique of this method is memorizing individual sentences and dialogues by repeating them many times, but this memorization is clearly not enough for full-fledged communication in the target language, since it assumes knowledge in the process of communication and accounting for a responsive set of familiar speech cliches to the speaker.

In other words, the audio-lingual method of teaching foreign languages does not take into account such a basic property of speech as productivity.

The productivity of speech assumes that “From the same building blocks, words and phrases, using the same rules for their connection, people create texts that are always individual. Reread these lines, you

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have met all the words, but have you met such a combination of words, such a text? Everyone speaks and writes in their own way, everyone creates their own text”[9, 40].

In combination with other methods, the audio-lingual method, with all its shortcomings, is one of the most optimal methods of teaching a foreign language in intensive courses in language centers, because only it is used in order to implement the communicative orientation of intensive teaching of a foreign language within the framework of the communicative-activity approach to training, will allow students to acquire the opportunity to communicate in a foreign language with its native speakers in the shortest possible time. At the same time, students master, on the basis of imitation, intuition, a global-structural approach, the basics of colloquial speech, that is, the “basics of basics”. It should be stipulated that “all intensive courses that are known provide results that are unacceptable to philologists;

a foreign language in intensive courses in language centers should be based on the development of a single comprehensive course that combines both grammar and the development of coherent speech and aims at teaching communication through teaching language means, on the one hand, and teaching speech skills and abilities, with other. Teaching linguistic means and teaching speech skills and abilities should contribute to the teaching of actual communication, that is, communication skills and abilities.

This circumstance is dictated by the fact that teaching a foreign language consists not only in learning to write and speak in the target language, but also in teaching to write and speak adequately to the communication situation, to choose the right language means for speech design, taking into account such extra-linguistic factors as the addressee, sphere of communication, social role of communicants, topic, place, etc.

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. 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 needs to 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, the difficult transition to the position of an uncritical imitator, a painful reaction to the teacher's demands to believe him and obey him without complaint”[6, 26].

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.

The issue of motivation is also special in corporate language training. High motivation of employees for training is one of the fundamental factors in the company's success in the market.

As a rule, employees are motivated to learn. Many of them are highly motivated by the prospects for career growth in the company [7,69] or they are trying to avoid punishment in the form of fines or dismissals [11], which is the external motivation of students [5, 69].

I. Semenov and N. Zhavoronkova note the need to create internal motivation among corporate students, which, according to the authors, is the key to successful training [11].

As you can see, successful teaching of a foreign language in intensive courses requires the teacher to know and take into account the special psychological subtleties of students' perception not only of the material being presented, but also of the teacher himself and the method of teaching it.

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