

РОЗДІЛ 6. ТЕОРІЯ НАВЧАННЯ

PRINCIPLES OF INTENSIVE TEACHING OF FOREIGN LANGUAGES
IN HIGHER EDUCATIONAL INSTITUTIONSПРИНЦИПИ ІНТЕНСИВНОГО НАВЧАННЯ ІНОЗЕМНИХ МОВ
У ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДАХ

Intensive foreign language learning is a modern and effective approach to mastering language skills in a short time. This format involves a high level of immersion in the language environment, frequent classes and a large number of practical tasks. The main goal of intensive learning is to achieve rapid progress in language proficiency through regularity, concentration of attention and systematic repetition. Within the framework of this methodology, special attention is paid to the development of communicative competence, listening, speaking, reading and writing. Intensive learning is especially effective for students who have limited time, or for those who are preparing for exams, travel or work abroad. Studies show that, provided that the process is properly organized, this form of learning can significantly surpass traditional approaches in terms of efficiency. Within the framework of this approach, a special place is occupied by communicative methodology, which is aimed at developing the ability to communicate effectively in real-life situations. The communicative approach in intensive learning allows you to quickly develop speaking competence, focusing on live speech, dialogues, role-playing, interactive exercises and authentic materials. The main goal of such training is to achieve rapid progress in language proficiency by actively involving students in speaking activities. This model is especially effective for students who have limited time or need urgent language training for study, work or travel. Studies show that the combination of intensive learning with a communicative approach significantly increases motivation, confidence and overall effectiveness in learning a foreign language.

Key words: intensive learning, communicative method, foreign language culture, individuality, principles of learning.

Інтенсивне навчання іноземним мовам є сучасним і результативним підходом до опанування мовних навичок у стислі терміни. Такий формат передбачає високий рівень занурення у мовне середовище, часті заняття та велику кількість практичних завдань. Основна мета інтенсивного навчання – досягнення швидкого прогресу у володінні мовою за рахунок регулярності, концентрації уваги та системного повторення. У рамках цієї методики особлива увага приділяється розвитку комунікативної компетентності, аудіювання, говоріння, читання та письма. Інтенсивне навчання особливо ефективне для студентів, які мають обмежений

час, або для тих, хто готується до іспитів, подорожей чи роботи за кордоном. Дослідження показують, що за умови правильно організації процесу така форма навчання може значно перевершити традиційні підходи за ефективністю. У рамках цього підходу особливе місце займає комунікативна методика, яка спрямована на розвиток здатності ефективно спілкуватися у реальних життєвих ситуаціях. Комунікативний підхід в умовах інтенсивного навчання дозволяє швидко формувати мовленнєву компетенцію, акцентуючи увагу на живому мовленні, діалогах, рольових іграх, інтерактивних вправах та автентичних матеріалах. Основна мета такого навчання – досягнення швидкого прогресу у володінні мовою шляхом активного залучення студентів у мовленнєву діяльність. Така модель є особливо ефективною для слухачів, які мають обмежений час або потребують термінової мовної підготовки для навчання, роботи або подорожей. Дослідження свідчать, що комбінація інтенсивного навчання з комунікативним підходом значно підвищує мотивацію, впевненість і загальну ефективність засвоєння іноземної мови.

Інтенсивне навчання має кілька ключових особливостей: часті заняття (інколи щоденні), велика кількість практики, активне використання мови в різних ситуаціях і фокус на всі аспекти мовлення – аудіювання, говоріння, читання й письмо. Завдяки цьому метод сприяє швидкому подоланню мовного бар'єра та формуванню навичок спонтанного мовлення.

Однією з переваг інтенсивного навчання є швидкі результати. Люди, які занурюються в мову інтенсивно, часто досягають рівня базового спілкування вже за кілька тижнів. Проте інтенсивне навчання вимагає великої самодисципліни, концентрації та психологічної готовності до постійної роботи. Важливо правильно розподіляти навантаження, щоб уникнути перевтоми й зберегти мотивацію протягом усього курсу.

Сьогодні існує багато форм інтенсивного навчання: мовні табори, курси-інтенсиви, онлайн-програми та індивідуальні заняття з викладачем. Кожен може обрати формат, який найкраще відповідає його цілям і можливостям.

Ключові слова: інтенсивне навчання, комунікативний метод, іноземна культура, індивідуальність, принципи навчання.

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Problem statement. In the course of the development of foreign language teaching methods, crises of shortage and "overproduction" of ideas necessary for the formation of a new methodological

direction alternated. For example, the transition to communicative learning was carried out in conditions of a clear lack of fruitful and truly new ideas. The crisis gave rise to an active methodological and

methodological search, which contributed to the development of modern methodological concepts of foreign language teaching.

In order to understand what modern methods of teaching English are based on, it is necessary to consider in detail the methodological principles that underlie these methods.

Analysis of recent research and publications.

In the late 1940s a conscious-comparative method of teaching foreign languages was developed in Ukraine which involved students' awareness of the importance of linguistic phenomena and the methods of their application in speech activity as well as reliance on the native language for a deeper understanding of both the language being studied and the native language. This method retained its position as the leading method of teaching methodology in higher education for many years.

The linguistic concept of the specified method is based on the ideas of L. Shcherba and the main provisions of communicative linguistics:

- three objects of learning are distinguished (language, speech, speech activity);
- the focus of classes on mastering the means and activities of communication is affirmed;
- the priority of the principles of consciousness and communicability;
- the importance of taking into account the native language in the process of mastering a foreign language.

The conscious-comparative method was based on the theory of activity (L. Vygotsky, O. Leontiev) and the theory of the phased formation of mental actions (P. Halperin):

- parallel (interrelated) mastery of types of speech activity in the presence of oral preemption;
- organization of learning in sequence from the acquisition of knowledge to language skills and abilities;
- differentiation of educational material into active and passive.

Currently preference has been given to the communicative method (E. Pasov). It is based on the ideas of communicative linguistics, psychological theory of activity, the concept of personality development in the dialogue of cultures which determines the ultimate goal of learning a foreign language – mastering a foreign culture in the process of intercultural communication [2, p. 69].

Identification of previously unresolved parts of the overall problem. Intensive foreign language learning has long established itself as an effective method for rapid mastery of language material. However despite numerous studies and developments there are a number of aspects that remain insufficiently studied or require additional study. This report examines the main unresolved parts of the general problem

associated with intensive foreign language learning.

1. Individualization of intensive learning. One of the main challenges is the adaptation of intensive programs to the individual characteristics of students: learning styles, level of motivation, pace of learning. Most courses have a unified structure that does not take into account individual needs which can reduce the effectiveness of the educational process.

2. Psychological stress and stress tolerance. Intensive learning is associated with a high workload which can cause fatigue, decreased motivation and burnout. Not all students are ready for such a pace especially without prior preparation or support from the teacher and the environment.

3. Retention of knowledge after the course. Although intensive programs allow you to reach a high level in a short time, the issue of maintaining and further developing language skills remains open. Without systematic repetition knowledge is quickly lost.

5. Use of digital technologies. Although digital tools are actively being implemented there is no general strategy for effectively combining online resources with traditional forms of intensive learning. It is not fully understood how best to optimize multimedia tools in conditions of limited time.

Presenting the main material. The structure of the communicative method includes cognitive, developmental and educational aspects aimed at educating the student. Given this material and the content of the concept of "communicability" as well as the versatility of the learning system the following methodological principles of the communicative method can be formulated:

- The principle of mastering all aspects of a foreign language culture through communication.

The communicative method first put forward the position that communication should be taught only through communication. In this case communication can be used as a channel of education, cognition and development. Communication is a social process in which there is an exchange of activities, experience embodied in material and spiritual culture. In communication emotional and rational interaction of people and influence on each other is carried out. Communication itself is the most important condition for proper education.

- The principle of interconnected learning of aspects of foreign language culture.

The complex nature of foreign language culture is manifested in the unity and interconnection of its educational, cognitive, educational and developmental aspects. Each of these aspects in a practical sense is equivalent. But true mastery of one is possible only if the others are properly mastered.

- The principle of modeling the content of aspects of foreign language culture.

The volume of country studies, linguistic and linguistic-country studies knowledge of real reality cannot be fully mastered within the framework of the training course, therefore it is necessary to build a model of the content of the object of knowledge that is to select depending on the purpose of training and the content of the course, the volume of the specified knowledge that will be sufficient to represent the culture of the country and the language system.

- The principle of systematicity in the organization of foreign language teaching.

This principle means that the communicative system of learning is built in a reversible way: first the final product (goal) is outlined and then the tasks that can lead to this result are determined. This takes place within the entire course each year a cycle of lessons and one lesson and applies to all aspects. This approach provides systematic learning with all its inherent qualities: integrity, hierarchy, purposefulness.

- The principle of individualization in mastering a foreign language.

In the communicative methodology, the student is perceived as an individual. Each student as an individual has certain abilities both general and partial in nature. Communicative learning is aimed at identifying their initial level and their further development. For this purpose special means are used to identify abilities – special tests for development – exercises and supports.

The third leading component of the principle of individualization is the so-called personal individualization. It involves taking into account and using parameters inherent in the individual: personal experience, context of activity, interests and inclinations, emotions and feelings, worldview, status in the team. All this allows us to evoke real communicative and situational motivation in students.

- The principle of developing students' speech and thinking activity and independence in mastering a foreign language.

It consists in the fact that all tasks at all levels of training are speech tasks of varying levels of difficulty and complexity.

This methodology is based on the intellectual needs of students which encourages the student to engage in mental activity. Speech tasks are designed to develop thinking mechanisms: the mechanism of orientation in the situation, evaluation of feedback signals and decision-making the mechanism of goal determination, the mechanism of choice, the mechanism of combination and construction.

And finally independence associated with control. In communicative learning a strategy is used that plans the transformation of control through mutual control into self-control.

- The principle of functionality in teaching a foreign language.

This principle assumes that each student must understand what can give him not only practical language skills but also the use of the knowledge gained in cognitive and developmental aspects.

- The principle of novelty in teaching foreign languages.

Communicative learning is built in such a way that all its content and organization are permeated with novelty.

Let's move on to the next method of teaching English. This is an intensive method. What principles underlie it?

- The principle of collective interaction which is the leading one in the activation method, the most famous in the intensive method. It is this principle that connects the goals of learning and education characterizes the means, methods and conditions of the educational process. For the educational process which is based on this principle it is characteristic that students actively communicate with others, expand their knowledge, improve their skills and abilities.

- The principle of personality-oriented communication is no less significant. It is based on the influence of communication, its nature, style on the implementation of educational and educational goals. In communication everyone is an influencer. A particularly significant place here is occupied by people's knowledge of each other which is a necessary condition for people's communication.

- The principle of role organization of the educational process is closely related to the previous two. Roles and masks in the group greatly contribute to the management of communication in the lesson. Educational communication in intensive learning involves the presence of constantly active subjects of communication (all students), who are not limited to simply perceiving the message and reacting to it but strive to express their attitude to it that is "I am a mask" always shows a personal characteristic. Role-playing is one of the effective means of creating a motive for foreign language communication of students.

- The principle of concentration in the organization of educational material and the educational process is not only a qualitative but also a quantitative characteristic of the intensive method. Concentration is manifested in various aspects: the concentration of teaching hours, the concentration of educational material. All this causes a high saturation and density of communication, a variety of forms of work. This encourages teachers to work in a constant search for new forms of presenting material.

All five of the considered principles of intensive teaching of foreign languages provide a clear relationship between the subject and the teaching

The methods described above can be summarized under one heading: "The best way to teach communication is to communicate" [6, p. 46].

Conclusion. Thus numerous studies and publications by supporters of intensive methods have shown that its correct use allows achieving impressive results both in terms of the amount of learning and the terms of training because intensive training is an organized educational communication during which accelerated mastery of the subject and active development of the personality occur. Since intensive training achieves maximum efficiency in the minimum possible time and with minimal effort. It is precisely such training that creates optimal conditions for intensification and optimization of the educational process. [1, p. 159].

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