

УДК 811.111-26

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**МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ПРИМЕНЕНИЮ  
ТЕХНОЛОГИИ ИНТЕНСИВНОГО ОБУЧЕНИЯ В РАЗВИТИИ  
МЕЖКУЛЬТУРНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ**

*Аннотация: Технология интенсивного обучения имеет большой потенциал в развитии компетенций студентов в области межкультурного общения. Одним из них является то, что два студента работают вместе, чтобы найти решение ситуации через общение. То есть обосновать коммуникативное задание со всеми учащимися, сформировать консенсус и прийти к соглашению. В целях эффективного использования основных форм технологии интенсивного обучения при подготовке будущих специалистов, в статье рассказывается о методических рекомендациях по технологии интенсивного обучения в развитии межкультурных коммуникативных компетенций учащихся.*

*Ключевые слова: Иностранный язык, коммуникация в изучении английского языка, интенсивное обучение, Иноязычное образование в*

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## **METHODOLOGICAL GUIDELINES FOR ACCELERATED LEARNING TECHNOLOGY IN THE DEVELOPMENT OF INTERCULTURAL COMMUNICATIVE COMPETENCIES**

*Abstract: Accelerated learning technology has great potential in developing students' competencies in intercultural communication. One of them is that two students work together to find a solution to the situation through communication. That is, to justify the communicative task with all students, build consensus and come to an agreement. In order to effectively use the basic forms of accelerated learning technology in the training of future specialists, the article describes the guidelines for accelerated learning technology in the development of intercultural communicative competencies of students.*

*Key words: Foreign language, foreign language education of Republic of Kazakhstan, intercultural communicative competence, methodological guidelines, model, communication.*

Modern education imposes new requirements on the professional training of the specialist, who is free to orientate in difficult socio-cultural situations, and to serve not only innovative processes, but also communication processes in the broad sense of the word. Lawyers, political scientists, managers, economists, teachers and many other professionals need to have a communicative culture, be cooperative, be flexible in communication, that is, be communicative.

The communicative competence of the future specialist is the value of the personality of a specialist, which is formed by two groups of qualities.

- 1) qualities required for conducting a perceptual activity are those qualities that promote acceptance and understanding of a business relationship partner and those that promote self-expression.
- 2) qualities required for communication and operational activities are those that facilitate self-management and control over others in the process of communication

We have found A. Reber's definition of the most complete and meaningful, with the idea that skill is an activity brought to automatism through repeated repetitions, a criterion for gaining skills is temporary performance indicators, as well as the idea that performance does not require constant and intense control. In his work, Passov creates several conditions for the development of grammatical skills, which underlie a dynamic stereotype, that is, the formation of a slim and flexible system of temporal connections in the human brain, according to the laws of temporal connections. The physiology of higher nervous activity has accumulated enough data on the process of forming a dynamic stereotype. This allows you to identify situations where the development of data skills will be successful.

First, they include preliminary listening. For the first time adopting a foreign language, a person does not "listen", cannot distinguish his or her qualities and cannot grammatically. It only hears that its full attention is directed to it, or it is drawn through some form of material transmission: intonation, pause, voice separation, and stress.

The second condition for developing a religion is similar behavior when it has an existing speaking task. Speech proficiency begins with the mimicry of speech. Similar imitations of grammatical patterns in a communication must necessarily include speech.

The third condition is the homogeneity of phrases based on a particular pattern of speech. By mastering the word, a person usually encounters annoying complexes - valuable phrases. The repetitive phrasing in speech creates a certain sequence in brain activity.

The fourth condition is that similar exercises are used for effective language acquisition. Speech activity is similar to the pattern: visual, audible, abstract, and mental.

The fifth condition is inaccuracies in the actions that are taken to prevent mistakes. The actions of the speaker himself are easily and firmly fixed.

The sixth condition for developing exercises is a variety of "circumstance" situations. "circumstance" is the ability to substitute, for example, in the case when a student who has learned the Perfect type generates one-type phrases, but in other material the stereotypicality of skills and their use in various situations is its elasticity and resilience. The goal of developing grammar skills.

The seventh condition is the speech nature of the exercise. Each type of speech activity should be mastered during this type of exercise. Exercise to be taught to speak must be not only verbal but also oral, as well as oral and spoken exercises.

Skalkin offers the following classification of principles of constructing conditional speech exercises:

### **Principles of constructing:**

The first principle of creating conditional speech exercises is the use of the speaker's speech task. In this exercise, the student uses logical tasks that are specific to the specific process of communication while performing the speaking actions.

The second principle of the construction of conditional speech is the principle of similarity in the formation of grammatical and educational forms. There is a fact that when a student completes a speaking task, he or she relies on a specific pattern that is usually reflected in the teacher's replica. By giving his replicas, the learner compiles them and gradually compares them to a pattern that, according to psychologists, can be a model of inner goodness of a person. As a result, there is a sense of form, on the basis of which a person immediately and precisely pleases any similar form. The second principle of creating conditional speech exercises is that it promotes the grammatical form of speech.

The principle of using the speaker's speech task is to provide the functional side of speech, that is, to call the model. Accordingly, the principles of constructing conditional speech exercises are the principle of parallel mastering the grammatical form and its speech function. These principles allow us to use exercises that create optimal conditions for the development of grammar skills.

Methodology of accelerated teaching of foreign languages consists of two main components: activation of students' abilities (in groups and individually) and organization of a step-by-step center for study materials. Communicative linguistics sets the task for the technology of accelerated learning, the main task of which is to master the language as a means of communication. The formation of communication skills in the spoken language implies the comprehensive

development of language skills, teaching listening, speaking, reading and writing to all types of speech activities - on the basis of modern, living vocabulary and grammatical grammar. Within the framework of accelerated learning courses, learning is a student-managed spoken activity when immersed in the language space. The main task of accelerated learning technology is to teach live communication in a foreign language; it is necessary to create conditions in which the student can activate his creative abilities and remember with a positive mood. The methodological guidelines for accelerated learning technology are aligned with the “Common European Framework of Reference for Languages” program, which is a member of the European Countries. That is, for each student to master a foreign language:

#### A1 “Survival level”

Speaking using simple phrases to solve specific tasks in everyday situations: hotel, cafe, shop and street. Read and translate simple texts, write simple letters, fill out forms. Ability to perceive sound within the normal range.

#### A2 “Subthreshold level”

Be able to tell about yourself, your family, your business, your preferences. Read and understand advertising, airport, store, product, postcard, and personal and business lettering. Ability to read and rewrite texts on different topics.

#### B1 “Threshold level”

Understand what is happening in most radio and television programs about the current events. Be able to express your own thoughts, to tell the content of the read, to have a comfortable personal and business correspondence, ability to read literature in a foreign language.

#### B2 “Threshold-advanced level”

Proficiency in spoken language in various situations (domestic and professional), communication skills An opportunity to broaden and explain your point of view by giving evidence. Ability to read foreign language adapted literature and rethink the content of complex texts.

C1 “Professional proficiency level”

Ability to express their ideas without difficulty in word selection and using the variety of language tools and the accuracy of their use in everyday, educational or professional situations.

C2 “Foreign language fluency level”

Communicate orally and in writing on complex issues.

The course of the lesson, conducted by accelerated learning technologies, is determined by the characteristics of the group and the individuality of the students. As part of accelerated learning, special attention must be paid to the creative role of the teacher. The organization of the educational process is determined by the creative and individual qualities of the teacher. The main responsibility of the teacher is to create conditions for pure speaking in the language being taught. Each lesson consists of several blocks. When organizing the educational process, it is necessary to take into account lexical, grammatical and phonetic components in the framework of the communicative position.

The course of the lesson should be dynamic and create natural conditions for communication. The teacher begins the lesson with a greeting and an interesting conversation. A greeting, a question, a cue, a joke are initiatives that inspire and create a confident atmosphere in the group. Learning “Accelerated Learning Techniques” consists of three interconnected modules:

-academic lesson;

-interactive practice;

-independent work.

Accelerated learning technology provides for the full involvement of students in the process of mastering a foreign language. The educational process should be carried out in the morning. Students have the opportunity to synthesize practice the knowledge gained in extracurricular lessons. As part of the educational process, students can go on excursions organized around the city to museums and galleries.

In the evening, students are invited to watch films in the language which they are studying. This type of independent work of students makes it possible to make the learning process productive.

During training, there is a development of all learning objectives in foreign language: listening, speaking, reading, and writing. In the lesson, grammar material and vocabulary are taught in animated discussion environment: dialogue, role-playing games, listening to songs and performing. Students receive material on each topic of the lesson and then use them in extracurricular activities, that is, during specially organized excursions, walks and trips. According to the results of past classes, students can work according to the thematic plans. In modern times, in teaching a foreign language, different methods and new technologies are aimed at developing the ability of intercultural relations of students. Of these, the development of accelerated learning of a foreign language with the help of technology occupies a special place. Their special abilities:

- use of actively acquired knowledge in a foreign language in colloquial speech;
- quickly translate learned conversational units into communication positions;
- informal speaking or the formation of motivations for communication;
- showing mastered grammar and lexical units in a foreign language that were mastered in a short time;

-highest learning outcome: at the first stage, students make contact in a mastered foreign language;

-solving problems with making mistakes while speaking a foreign language.

Using technology of accelerated learning, we have created an example of becoming a student with a developed ability of intercultural relations in a specialized specialist. An example consists of theoretical foundations, methods and responsibilities.

To establish the communicative ability of students using the technology of accelerated learning during teaching is the main goal. Tasks created by the methods of “pressure” and “association” are based on communications. Group work in assignments is based on individual performance and listening. Students learn not only good speaking, but also they develop ability of critical thinking.

Organization of training of methodological proposals and organization and conduct of observation of knowledge and practice are associated with the observation of educational aspects.

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