**Methodology and practice of intensive method of english language teaching**

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Intensive English language training is strategically employed to address the imperative for accelerated learning trajectories. Such an approach is particularly warranted when learners are constrained by time limitations in their pursuit of augmenting their cognitive prowess. The contemporary landscape of vocational education and training duly underscores the exigency of temporal efficiency in instructional modalities, effectively catering to both the temporal demands of the era and the learners' intrinsic exigencies.

In response to these pertinent requisites, an array of expeditious pedagogical frameworks and abbreviated curricular models, delineated as methodological or technological paradigms of intensive adult education, are gaining rapid traction. A notable segment of these pedagogical propositions construe intensity in terms of temporal compression within the curriculum's mastery, thereby rendering "intensive" a synonym of "acceleration" within this particular context [1].

There are two main factors that characterize an intensive learning process:

The length of learning necessary to accomplish a certain objective is the first component. Typically, this refers to educational material that is organised around a "household" model. You will be given a minimum amount of learning material in this situation, organised properly.

Maximising the utilisation of all the learner's resources is the second factor. This is accomplished through exceptional collaboration within the learning team and an innovative teaching strategy.

Figure 1- Key factors of Intensive learning

The formulated paradigm of intensive foreign language instruction within primary school education is conceptualized as a three-year curriculum delineated through a compendious textbook. This instructional manual encompasses a corpus of 2500 lexical units, accentuating frequent vocabulary usage, grammatical facets of spoken English, as well as proficiency in intonation and enunciation - pivotal constituents of contemporary spoken language competence.

Central to the pedagogical approach is the method of audiovisual instruction, whereby primary school students are provided with the tools for independent engagement with the prescribed textbook, a task-oriented workbook, and multimedia instructional resources. A distinctive feature involves the integration of audio recordings [2].

The learning activities are designed to closely parallel distinct speech modalities and are discerned as unique, creative endeavors undertaken by pupils. Within this context, the cultivation of both written and oral expression encompasses the mastery of multifaceted speech activities, encompassing reading, attentive listening, spontaneous dialogic exchanges, monologic articulation, composition, as well as the art of seamless translation between the foreign and native tongues - a competency that resonates bidirectionally. This multifarious array of language competencies consolidates a holistic and versatile aptitude in linguistic dexterity within the primary school curriculum [2].

Thus, the key components of intensive education are not time reduction and information load increases, but rather a qualitative shift in the educational process that enables the achievement of noticeably more significant and significant educational results in a comparable amount of time.

The intensive learning methodology is an all-encompassing pedagogical strategy created to hasten and optimize the process of knowledge acquisition within an educational setting. In order to provide effective learning outcomes, this methodological framework capitalizes on the consolidation of material and engagement tactics and places a greater emphasis on condensed and targeted instruction.

A rigorous curriculum design that prioritizes the crucial core of subject matter and condenses it into a compressed curriculum is at the heart of this methodology. Thorough content selection and sequencing aims to foster in-depth comprehension in a condensed amount of time, necessitating learners' active participation and elevated cognitive engagement [3].

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| Aspect  | Intensive Learning  | Ordinary Learning  |
| Learning Pace  | Accelerated pace for efficient knowledge acquisition.  | Follows a standard pace of instruction.  |
| Collaborative Learning  | Often promotes peer-to-peer interaction and group work.  | Collaborative work may vary depending on context.  |
| Instructor's Role  | Facilitates learning, offers timely feedback, guides inquiry.  | Acts as the primary source of instruction and support.  |
| Assessment Approach  | Regular assessments with timely feedback for improvement.  | Standard assessments with feedback.  |
| Technology Integration  | Integrates technology for varied learning styles.  | May or may not incorporate technology extensively.  |
| Outcome Emphasis  | Focuses on efficient comprehension and application of knowledge.  | Aims for well-rounded understanding of subjects.  |
| Time Management  | Requires effective time allocation for optimal outcomes.  | Generally follows a predefined schedule.  |
| Learning Environment  | Dynamic and goal-oriented to achieve specified outcomes.  | Balanced between specific goals and exploration.  |

Table 1- Comparison of intensive and ordinary learning

During our internship experience at 91 School Gymnasium, I had the distinct privilege of working closely with 9th-grade students, employing an intensive learning approach to impart English language skills. This enriching endeavor involved tailoring pedagogical strategies that embraced focused and condensed curricular content, fostering heightened student engagement and accelerated comprehension. By integrating dynamic instructional techniques, such as interactive activities, collaborative exercises, and multimedia resources, I witnessed a palpable enhancement in students' language proficiency within a limited timeframe. Their active participation and evident enthusiasm underscored the potency of intensive learning in cultivating both linguistic competence and confidence.

In light of the compelling outcomes observed during my internship, I am pleased to offer recommendations for the implementation of intensive learning methodologies within the broader school curriculum. Embracing intensive learning can be advantageous in various subjects, enabling the effective mastery of fundamental concepts within compressed timelines.

In conclusion, the integration of multimedia resources, real-world applications, and collaborative projects can further optimize the impact of intensive learning. Additionally, meticulous planning, ongoing assessment, and timely feedback mechanisms are essential to ensure students' comprehension and retention. By judiciously incorporating intensive learning practices into the school's pedagogical framework, educators can foster a dynamic, responsive, and intellectually vibrant learning environment that optimally nurtures students' academic growth.

 References

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