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## METHODOLOGICAL PRINCIPLES OF INTENSIVE TRAINING OF PHILOLOGY STUDENTS IN THE SECOND FOREIGN LANGUAGE

**Abstract:** The laws of the methodology of teaching a foreign language consist of a system of knowledge about the ways of influencing this process. The purpose of the methodology of teaching a second foreign language is to discover and substantiate the patterns of teaching a foreign language. Solving the problem of the formation of linguistic competence in a second foreign language requires a qualitatively new approach to the educational and methodological support of the educational process. The need to develop new teaching aids should include not only in the form of subject information, but also materials that encourage communication skills in a foreign language. According to this principle, one of the most important requirements for organizing the process of teaching English as a second foreign language in philological institutions is obtaining methodological experience necessary for the implementation of their future professional and pedagogical activities.

**Key words:** communication skills, methodological experience, learning efficiency, extra linguistic factors, teaching a second foreign language.

**Language:** English

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### Introduction

In modern society, the study of foreign languages is becoming an integral part of the training of specialists in various fields. In recent years, intensive teaching of a foreign language has become especially popular. The effectiveness of O.K. Gladkova is confirmed by:

- active use of knowledge and skills gained in the practice of speaking in a foreign language;
- be able to quickly transfer learned speech units into changing communicative situations;
- create motivation for learning through informal communication, which is closer to the real situation;
- be able to present and assimilate a large number of lexical, grammatical, speech units in a short time;

- High learning efficiency: from the first lessons, students communicate in the foreign language being studied;

- overcoming psychological barriers<sup>1</sup> such as proficiency in a foreign language and fear of making a mistake.

According to the theory of methodology, the principles of teaching are the starting points that together determine the requirements for the educational process and its components (goals, objectives, methods, tools, organizational forms, learning process)<sup>2</sup>. Therefore, in the field of language education, it is necessary to distinguish between general methodological and particular methodological principles as the basic rules that determine the essence of the process of teaching a foreign language as a basic and secondary specialty.

<sup>1</sup>Гладкова О.К. Использование элементов интенсивной методики в обучении иностранному языку студентов-лингвистов. Педагогическое образование в России. 2015. № 10. -с.17-20.

<sup>2</sup>ЯстребоваЛ. Н.Принципы обучения второму иностранному языку как специальности в языковом вузе. Вестник ТГПУ (TSPU Bulletin). 2014. 8 (149). -С.75-78.

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In principle, this is not about creating a new didactic-methodical doctrine in teaching English as a second foreign language, but about defining the rules that will make some changes in the studied conditions. These factors include:

properties of the language material;  
characteristics of the target group;  
conditions for teaching and learning a second foreign language.

Increasing students' interest in learning a second foreign language also requires accelerating the learning process in this segment of education and increasing its effectiveness<sup>3</sup>. In turn, the fulfillment of these requirements will depend on a number of linguistic and extra linguistic factors.

The main task of the methodology of intensive teaching of a second foreign language is mastering a foreign language in a limited time, as well as practical every day, socio-political and general scientific topics with unlimited skills and abilities close to the usual (natural) or normal pace (speed), depending on development<sup>4</sup>.

At the same time, intensive teaching of a second foreign language requires a complex-parallel development of all types of speech activity with the simultaneous development of listening skills, speaking skills and, after a while, reading and writing skills<sup>5</sup>.

When organizing the educational process, it is also necessary to adhere to the principle of differentiated learning, which requires a level of knowledge of the first foreign language and an almost individual approach to learning. N.V. Baryshnikov argues that when teaching a second foreign language "it is necessary to act at an individual pace that corresponds to the speed with which students learn the material that they learn<sup>6</sup>."

S.N. Pavlova, G. Parnikovs present the following difficulties in teaching German as a second foreign language to students of the Faculty of Philology:

difficulties of a socio-pedagogical nature: slowness; passivity; problems with the manifestation of personal initiative; In action;

psychological difficulties: shortness of breath, predisposition to depressive conditions;

linguistic difficulties: problems of the negative influence of the native language and the first foreign language<sup>7</sup>.

As for the practical goals of trilingual education, M.G.Zima notes the following:

- mastering knowledge in three languages;
- development of students' communicative competencies in their native, first and second foreign languages;

- Development of students' ability to receive and transmit additional information in a second foreign language<sup>8</sup>.

When a scientist talks about trilingual education, he understands the use of a trilingual teaching medium (first foreign language, mother tongue and second foreign language) in teaching a second foreign language<sup>9</sup>.

We believe that teaching English in three languages within a second language is the most appropriate approach. In this context, trilingualism means the process of interaction between three languages - the native language of students and two foreign languages (first and second): English-German, French, Russian as the first foreign language. In this case, the first foreign language acts as an intermediary in the study of the second language.

In our opinion, one of the ways to solve this problem is to transform the input technology into a trilingual language environment.

N.V. According to Bagramova, the peculiarity of learning a second foreign language is that in the learning process, students always compare it with their native language and the first foreign language.

L.N. Yastrebova believes that the hierarchy of principles for teaching a second foreign language should include the following components<sup>10</sup>.

- general scientific principles (ensures the formation of basic professional competencies);
- General didactic principles (ensures the formation of the basic competencies of the teacher);
- Methodological principles (ensures the formation of special competencies of a foreign language teacher).

<sup>3</sup>Барышников Н. В. Методика обучения второму иностранному языку в школе. — М., 2003.

<sup>4</sup>Китайгородская Г. А. Создан проблемный совет по интенсивным методам обучения иностранным языкам // ИЯШ. — М., 1976. № 3.

<sup>5</sup>Дарская М. А. Методика работы над вторым иностранным языком на первом этапе обучения (немецкий язык для студентов английского факультета) // Учёные записки МОПИ им. Н. К.Крупской. Т. 125. Иностранные языки. Вып. 11. Немецкий язык. — М., 1963. С. 3–28.

<sup>6</sup>Барышников Н.В. Методика обучения второму иностранному языку в школе. М., 2003. 159 с.

<sup>7</sup>Павлова С. Н., Парникова Г. М. Особенности обучения студентов-переводчиков второму иностранному языку в Республике Саха (Якутия) // Известия Волгоградского

государственного педагогического университета. 2017. № 4. С. 23. 19-24

<sup>8</sup>Павлова С. Н., Парникова Г. М. Особенности обучения студентов-переводчиков второму иностранному языку в Республике Саха (Якутия) // Известия Волгоградского государственного педагогического университета. 2017. № 4. С. 23. 19-24

<sup>9</sup>Зима М. Г. К вопросу проблемы внедрения трехязычия в образовательный процесс вузов в Казахстане. Вестник Челябинского государственного университета. 2018. № 4 (414). Филологические науки. Вып. 112. С. 78—88.

<sup>10</sup>Баграмова Н. В. Лингводидактические основы обучения второму иностранному языку. СПб.: Изд-во РГПУ, 2005. -С.10. 221 с.

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According to I.L. Bima,  
1) communicative and cognitive;  
2) differential training;  
3) sociocultural orientation;  
4) increase the activity in learning;  
5) the interconnected development of all types of speech activity;  
6) a comparative pedagogical (contrasting) approach, which has risen to a principled level;  
7) saving in teaching (strengthening) is one of the most important principles of teaching a second foreign language.

The main rules for teaching a second foreign language in a philological university are the native language - German / French / Spanish, etc., which will be discussed below. Due to the peculiarities of trilingualism, it requires additional explanations and comments. In this sense, the following is of interest.

I.L. Bim points out in his concept that although the principles of teaching are universal, some of them will undergo some changes when teaching a second foreign language.

The principle of comparison in the process of teaching a second foreign language "contributes to the development of the metalinguistic consciousness of students."

Educational practice shows that in the curricula of institutes and universities, less time is allocated for the study of a second foreign language than for teaching the traditional first foreign language.

The principle of economy in education involves the appropriate distribution of types of work between classroom and extracurricular activities, as well as the effective use of the Moodle learning environment. When using this principle for self-study, a large amount of material is distributed, as well as actively and passively assimilated educational material. Savings during training were achieved through the "transfer of language knowledge and speech skills."

The principle of comprehensive teaching of all types of communicative activity in a second foreign language is determined "by the fact that all types of communicative activity are carried out in interconnection", and thus the effectiveness of the educational process is ensured.

A.V. Shchepilova uses this principle in teaching a second foreign language<sup>11</sup>:

- 1) implementation of this principle through the sequence of all components of the lesson;
- 2) the implementation of each type of speech activity through a complex system of exercises that

serve as the basis for the formation and development of other types of activity;

3) The formation of communicative competence in a second language includes three main characteristics, for example, based on the student's previous communicative experience.

The aforementioned principles of economy in teaching and integrated training for all types of communication activities help to intensify the educational process of teaching a second foreign language in a limited time.

The principle of preserving their national and cultural identity in the system of foreign language education is manifested in the knowledge of foreign culture by students as a result of comparison with their own culture.

N.V. Baryshnikov Among the most important principles of teaching a second foreign language<sup>12</sup>:

- 1) the principle of intercultural orientation;
- 2) cognitive and intellectual orientation;
- 3) dependence on the situation;
- 4) rational use of consciousness and the unconscious;
- 5) taking into account the artificial subordinate trilingualism;
- 6) emphasizes the principles of taking into account the linguistic and educational experience of students when teaching a second foreign language.

Thus, the contradiction in teaching a second foreign language to students of the Faculty of Philology is as follows<sup>13</sup>:

- rely on the native language;
- Comparison principle;
- the principle of economy in teaching / learning;
- Comprehensive training in all types of communication activities;
- can be solved using methodological principles, such as the principle of preserving national and cultural identity.

The special place of the English language in the world of education makes it possible to adapt the ideas of bilingual education to the studied conditions. This explains the breadth of views on the role of the first foreign language in the process of teaching the second foreign language<sup>14</sup>.

When we looked at the situation from the point of view of the role of the first foreign language in teaching English as a second specialty, we came to the conclusion that only elements of trilingual education can be discussed in the studied context. In this context, the analyzed principle can be interpreted as the

<sup>11</sup>Щепилова А. В. Теория и методика обучения французскому языку как второму иностранному. М.: ВЛАДОС, 2005.-С.139. 248 с.

<sup>12</sup>Щепилова А. В. Когнитивный принцип в обучении второму иностранному языку: к вопросу о теоретическом обосновании // Иностранные языки в школе. 2003. № 2. С. 6. 4–11.

<sup>13</sup>Павлова С.Н. Методические принципы обучения второму иностранному языку студентов-переводчиков из числа

коренных жителей Якутии. Педагогические науки ISSN 1997-2911. № 1 (79) 2018. Ч. 1. -С.205 -208.

<sup>14</sup>Ястребова Л. Н. Роль первого иностранного языка в обучении английскому языку как второй специальности// Известия Самарского научного центра РАН. 2013. Т. 15, № 2(3). С. 660–666.

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principle of support and complementarity with the first foreign language and native language.

Thus, in the context of minimizing didactic material, teaching a second foreign language creates the need to develop intensive strategies and techniques, methods and techniques for teaching and learning a new language. Obviously, when developing them, it should be borne in mind that

Philological knowledge gained in the process of learning the first foreign language should remain a methodological condition for increasing the effectiveness of learning a second foreign language.

Therefore, the principle of cognition (the principle of cognition) is an absolute necessity to accelerate the learning process in a limited number of hours. It is when studying a second foreign language and subsequent languages that a student can follow the natural path of cognition - from understanding the properties and purpose of the whole to its structure and components.

Obviously, such methods of working with materials in a foreign language require a lot of time and effort both on the part of the teacher and on the part of the students. From this consideration, it becomes clear that it is important to look for new ways to improve the efficiency of the educational process.

In order for the formation, development and improvement of the linguistic competence of students studying a second foreign language to be successful at the present stage of modernization of higher education and is focused on the implementation of learning objectives:

1) a synthesis of the linguistic, cognitive, value-motivational development of the student should be carried out and linguistic competence should include a subject component (basic scientific knowledge,

educational and linguistic skills, skills and methods of activity), as well as a general subject (general sciences of knowledge, skills, and methods of activity), a regulator (reflection, introspection, self-esteem and self-correction, which are components of the management of a student's own educational activity) and personal meaning (the most important motivating reasons and goals) must be included components.;

2) purposeful and gradual mastering of knowledge, skills and methods of educational activity in linguistics and general sciences, the formation of motivating reasons for educational activity and orientation to values.

As emphasized in the theory of education in our country, the definition of principles is the key to organizing a highly effective educational process in any scientific institution, in any type of educational institution. The problem of the principles of teaching both a foreign and a second foreign language is traditionally in the focus of attention of domestic scientists and practicing teachers. In most cases, methodologists try to establish a certain hierarchy inherent in the basic principles of teaching foreign languages. At the same time, they rightly conclude that:

on the one hand, a foreign language as a subject is one of the subjects in the education system and, therefore, obeys the laws proclaimed by general didactics,

On the other hand, the methodology of teaching foreign languages has its own methodological basis, which has its own laws.

Each stage of career guidance training of future foreign language teachers is focused on students of philology.

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