Effectiveness Of Teaching English On The Basis Of Intensive Educational Technologies In Students Of Higher Education Institutions

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ABSTRACT

This article describes modules of conducting ESP classes and effectiveness of intensive educational technologies in the educational process. It also highlights three components included in the task of teaching on the basis of intensive educational technologies in the educational process.

KEYWORDS

Intensive educational technology, effectiveness and features of intensive technology, learning process

INTRODUCTION

The effectiveness of the learning process will largely depend on the teaching methods that are relevant to the content, objectives and tools used of the learning information. In this case, the method of teaching is reflected in the form of a model for the organization and conduct of certain classes. This model should include:

- The purpose of studying certain educational material;
- Specific features of the training material;
- Forms and means of information representation;
- Requirements for the results of the learning process.

The effectiveness of intensive educational technologies in the educational process is the creation of teaching and learning activities in accordance with the structure of culture through the formation of valuable areas, relationships, communication culture, and culture of thinking, methods of activity

(planning, forecasting, analysis, and reflection).

Today, teaching based on intensive learning technologies in the educational process is mainly aimed at accelerating the learning process, which is, reducing the teaching time.
The main purpose of teaching in the educational process on the basis of intensive learning technologies is to provide a clear understanding of the topics in the subject being studied, which helps the student to expand knowledge independently.
The following three components are included in the task of teaching on the basis of intensive educational technologies in the educational process:

- Study of psychological and pedagogical bases;
- Organization and preparation of educational work;
- Conducting classes at a high intensive pedagogical level.

These 3 components have a significant impact on the most important feature of intensive teaching, which is the effect of the learning relationship between teacher and student. It is important to create the motivation of the student to actively work independently. Teaching based on intensive learning technologies in the educational process involves a significant development of communication effectiveness, in which it unites students with the teacher and helps to effectively achieve the goals and objectives of teaching.

An important factor in teaching on the basis of intensive learning technologies in the educational process is the flexibility and redesign in the presentation of the teaching material. The use of intensive learning technologies in the educational process, by its very nature, is carried out in a person-centered manner during the presentation of the material by the teacher in the training course. It describes the implementation of a creative approach to the study of academic science.

The use of intensive learning technologies can depend on the various components that make up the learning process - teaching aids, forms, methods, techniques, and the interactions and interactions of the components.

One of the most important indicators of intensive education technologies used in teaching is the interest in the subject being studied and the interest in activities in the field of teaching and independent thinking. It should be noted that based on the objectives of training specialists, the system of methods and techniques of teaching students of non-philological direction should perform four tasks - educational, pedagogical, practical and scientific. Solving these tasks and teaching intensive learning technologies will be interrelated as well as interdependent. This method is considered not only as a basis, but also as a basis for the application of this or that intensive forms and methods of teaching.
There are various methods of presenting information in teaching based on intensive learning technologies in the educational process, which is of great interest to students. As the basis of such a system, VV Petrusinsky chose a non-sequential set of types of educational activities that provide a gradual increase in the level of mastery of educational information. In the early stages of training, types of learning activities that provide high permeability at the expense of the level of mastery are used. In the final stages, types of learning activities are used that provide a high level of mastery at the expense of conduction loss.

Such a system allows getting a new effect not in terms of quantity, but in terms of quality, because in this case the work is done at one level and with different levels of educational information. The system is a generalization of didactic achievements, as it uses both passive and active methods, which have great

achievements in the conductivity of educational activities, with a high level of educational information. The psychophysiological approach to the problem of organizing teaching on the basis of intensive learning technology allows identifying the potential of a person to master large volumes of information and creating optimal conditions for the organization of the learning process.

Formation of study groups on English language teaching test indicators; working with text, including learning essay techniques at different levels of generalization, role-playing, and communicative games; team and small group work is based on the sequential use of different types of learning activities as group adaptations. Such methods of intensive teaching in English learning are well adapted to traditional methods, as they do not require changes in the content of didactic materials.

During the first stage of teaching English with descriptive textbooks, a group of students is provided with a number of information texts to achieve the level of "knowledge", with a time limit for reviewing each page of the text. The information given in the text to move on to the next page is given after reviewing the volume. Students are only required to understand the general content of each sheet.

In the second stage of training ("reproduction"), learners work with basic information. They are asked to divide the sheet into four vertical directions - graphs. The first column contains the key words and plan on each page. It takes 15 seconds per sheet to complete each graph. The second column explains the key words, their content. In the process of filling in the second column, it is also suggested to connect the concepts in the second column with the first arrows, lines, and other graphic symbols. It is then suggested to fill in the third column, where the text of the thesis and lectures itself is displayed.
The fourth column consists of ambiguities, questions, comments, and the personal attitude of the learner to the text. When you fill in the fourth column, the report will have a completed form, showing all the connecting lines and other graphic symbols that reflect the essence of the data sheet. Thus, in the compilation of the basic essay, the study material is mastered at the level of "reproduction" at four different levels of generalization through analysis and synthesis.

In the third stage of training, the level of mastering the material is reached. The presentation of the learning material is done in the form of role-plays, in which students are divided into pairs to participate. In each pair, one student acts as a "teacher" and the other as a "student". The "student" reads the text using an essay, and the "teacher" corrects and analyzes the "student's" work based on the original text. For each sheet, the teacher evaluates the student. Only two grades are used - "good" and "excellent". There will be no other kind of characterization and evaluation - everything else will be perceived as the absence of an answer. The time spent on telling an essay is limited. In total, more than 30 types of learning activities are offered in role-playing games.

In the fourth stage, students are divided into two teams to reach the level of "creativity". They will be asked to write interesting assignments and questions. The panel will give points to the teams for composing the question and answering it. Creativity and innovation, resourcefulness, and speed of response are also assessed. This stage is done as a creative activity in the form of a competition. Questions will be asked on all topics covered. At this stage, some methods are used, including "idea generation" and "brainstorming". Game forms based on the use of artistic, musical, pantomime and other means in explaining questions and answers are also recommended. Board members evaluate the correctness of each answer and give points to the teams. When the game is over, the overall result of the tournament will be released.

Each of the mentioned stages in theoretical teaching has a special significance and at the same time demonstrates a separate methodology. Accordingly, from the preparatory stage for training, a methodology for activating a person's reserve capacity was derived. From the accelerated reading phase emerges a methodology for teaching speed reading techniques. At the stage of writing an essay, a method of working with mantle information is created. From the stage of role-playing games emerges the methodology of teaching the art of communication and speech. From the creative stage came the "generation of ideas", as well as a method of creative and innovative thinking.

Based on the goals and objectives of training, the organization and management of the learning process, intensive training technologies in this training allow creating and implementing a certain system of optimal solution of learning tasks.

The analysis shows that the concept of "teaching method" in didactics is not the same, it is determined by its tasks and application, the content of the teaching material, its specifics, the age and personal qualities of the student, teaching aids and methods.

Different teachers typically use different approaches and methods of narrating the teaching material in their work, different ways of communicating with the learners. It is good if these methods and techniques have a positive and effective impact on the process of teaching and educating the audience. But such training may not always be effective. Negative factors include the active position of the teacher in the presentation of the material, the mechanical approach to the problem, the inability to show student initiative, the excessive amount of information provided to them, and other factors.

The use of intensive learning technologies in English language teaching allows overcoming the above-mentioned shortcomings.

The main goal in the process of educating students is to achieve a comprehensive and harmoniously developed personality, which is achieved through the gradual development of qualities in students.

In this case:

1. It is necessary to form goals for students at each stage of teaching;
2. The teacher should ensure and maintain a variety of positive motivations in students' learning activities at all stages of teaching;
3. Teaching requires the teacher to have a theoretical and practical purposeful basis for the beginning of each stage of education;
4. Targeted psychological preparation of students for educational and practical activities is necessary;
5. The main goal of the learning process is to improve the student as a systematically and comprehensively and harmoniously developed person.

The purpose of the teacher's activity in the system of teaching and education is the formation of the student's personality, the training of a specialist who can meet the modern requirements of society.

Therefore, the teacher should define the general goals of specialist training and form each individual action of pedagogical influence from these goals; selection of the most important components of pedagogical activity; determine their size and structure, adapt them to the goals and time allotted; selection and substantiation of methods, means and organizational forms of pedagogical activity in accordance with the goals and content, the allotted time of the educational process, material and technical and methodological support; should address issues such as evaluating results.

In this case, the system of teacher-student interaction can be classified according to a number of characteristics:

- By type of management (with feedback);
- On the information process (the degree of orientation of information in the organization of interaction);
- Means of information management and transmission.

In summary, the effectiveness of the use of intensive learning technologies in English language teaching in higher education institutions is to: achieve teaching or organizational and personal development goals; to master competencies in effective speaking activities in English;

The effectiveness of intensive learning technologies in teaching English in higher education institutions fully reflects the important aspects of the English language being studied. In intensive teaching technologies, the activity of the teacher leads to the planning, organization and management of the learning process. As a result, intensive teaching technologies lead to an increase in the effectiveness of teaching in higher education institutions.

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