The features of intensive education technologies in the development of communicative competence

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Abstract: This article highlights the features and stages of intensive education technology in developing communicative competence of higher education non-philological students. All elements, stages and components of intensive education technologies are also mentioned.
Key words: intensive technology, person-centered training, pedagogical technology, didactic game technology.

Considering the essence of intensive technologies in teaching English, modern education puts forward new requirements for the professional training of specialists who are able to freely find their directions in complex socio-cultural situations, ready to serve not only innovative processes but also communication processes in the broadest sense. Any professional must have a communicative culture, the ability to cooperate, the ability to communicate, to show flexibility in communication, that is, and to be communicatively competent.

The active use of modern intensive, informational, social, communicative and other types of technologies in the educational process leads to an increase in the quality of the educational process, the ease of teaching and communication. At the same time, due to the presentation and assimilation of a large amount of information per unit of time, the effectiveness of the educational process increases due to the self-expression of educational activities, the position of all students' changes - increased learning outcomes and a sense of responsibility.

The availability of training materials and other similar information, the freedom to choose the methods and conditions of mastering educational programs will be expanded; the cost optimization of the educational process will be optimized.

Organization of the educational process on the basis of intensive educational technology, it is necessary to introduce computer and information technologies that will allow students to develop their learning activities.

In order to organize the learning process on the basis of intensive learning technology, it is necessary to encourage students to independently assess their knowledge in situations where they have to critically assess their knowledge, identify existing individual shortcomings and find additional opportunities to address shortcomings in their learning activities.

Intensive training is the usual teaching methodology, but it is organized with higher training hours per week. It should be noted that in order to increase the effectiveness of

education, intensive education technologies use the following elements for all programs and all levels:

* The main focus is on the competencies of comprehension through speaking and listening to speech;

* The main focus is on the acquisition of competencies to express their ideas orally in English (overcoming the language barrier);

* Modeling role-plays, case studies, discussions, oral presentations and communication situations;

* Optimization of teaching materials and curricula on the basis of individual goals of students, i.e. only terms related to professional activity are studied.

Intensive teaching methods based on intensive teaching activities require teachers to expend large amounts of psychological energy. The difference between the requirements of scientific and technological progress and the shortcomings of modern methods of information acquisition to increase teaching efficiency is comparable to the intensive work of a professional teacher in its effectiveness, but the teacher faces the problem of developing automated learning systems.

It is very important to choose the appropriate teaching method for the audience to ensure an intensive process. Teaching methods are generally understood as the direction in a lesson that should be used to achieve goals and objectives, as well as to identify ways and means to achieve the goal. It is based on different approaches to the study of communicative competence based on intensive learning technologies. It is advisable to use the following methods to demonstrate intensive training technology:

- Relying on the individual creativity of students (up to 50% of class time);

- work independently and in small groups;

- Person-centered training;

- Activation of creative and innovative thinking;

- High level of motivation to teach, etc;

Intensive teaching technology of teaching, which reflects the essence of the future profession, is based on the use of innovative technologies that shape the professional qualities of the specialist, a unique experience that students need to develop their professional competencies in a realistic environment.

"Pedagogical technology is a process of education that is designed for a certain period of time; the learning process is more focused on the learner, ensuring the achievement of educational goals using activating methods and modern teaching aids" [1; 64 p].

There are several other definitions of pedagogical technology in the pedagogical literature, but there are no clear definitions of the concepts of pedagogical technology today.

According to N. Saidakhmedov, pedagogical technology is the process by which a teacher influences students in certain conditions with the help of teaching (educational) tools, and as a product of this activity is the process of intensive formation of predetermined personality traits [2; 172 p].

However, the definition developed by the international organization UNESCO is recognized all over the world, in which "pedagogical technology is the most optimal process of knowledge acquisition, using all the capabilities of human potential and technical means through the creation, application, unification of teaching and learning methods" [3; 179p].

The concept of "pedagogical technology" is used in educational practice at three interrelated levels.

1. General pedagogical (general didactic) degree: general pedagogical (general didactic, general educational) technology at a certain stage of education represents the whole educational process in the region, in the educational institution. Here, pedagogical technology is similar to the pedagogical system: it includes the goals, content, set of tools and methods of teaching, the object of activity and the algorithm of the subject.

2. Special methodical (science) level: private methodical technology is used in the form of "special methodical", ie it is used as a set of methods and tools for the implementation of a particular content of teaching and education within a subject, class, teacher.

3. Local (modular) level: local technology consists of separate parts of the educational process, technology of solving special didactic and educational problems (special types of activities, formation of concepts, education of special personal qualities, lesson technology, technology of review and examination of materials, independent work technology, etc.).

The application of intensive educational technology in the educational process on the basis of pedagogical technologies requires not only the interest and mastery of the activities of teachers and students, but also the content of the studied educational material, equipment of lessons and demonstration of the learning process. There should be appropriate conditions for the student to acquire knowledge faster, to master it more fully, better and more solidly. The creation of these conditions means the organization of the educational process on the basis of intensive educational technology.

Organization of the educational process on the basis of intensive educational technology, more complete consideration of the psychological and pedagogical laws of the formation of competencies; taking into account the individual characteristics of the psyche of the trainees;

application of psychophysiological means of support of activity of students and teachers, and also achievements of scientific and technical development in the field of training; means the introduction into the teaching process of new methods and active tools that will improve the quality of training of specialists on the basis of further activation of learning [4; 108p].

Intensive education requires an increase in the quality of pedagogical work, professional competence of the teacher, as well as the acceleration of time, the acquisition and provision of a large amount of knowledge during the allotted hours.

At the same time, the organization of educational processes on the basis of intensive education implies its optimization.

Optimization is a system of measures that allows you to find the maximum or minimum value of any function or the best of the many options available for the specific conditions of the work methodology, i.e. the maximum and minimum required time for a given student, teacher, group, or institution. It provides for selection. It is obvious that the achievement of high results in any educational process can be achieved not only with great force, but also through the use of available resources, that is, through intensification.

As the foundation of intensive education, educators demonstrate activism, independence, and creativity. Based on the formed experience of the use of intensive learning technologies, we consider it appropriate to consider these rules as the principles of three systems of intensive technologies that stimulate communicative competencies - activity technology, creativity technology, independence technology.

For a student to be independent, it is necessary for him to actively demonstrate his creativity and take into account the types of independent activity technology. There are four types of independent learning activities in terms of the degree of independence:
- Goal setting and task planning are done with the help of the teacher;
- The goal is set with the help of the teacher, and the work is planned by the students themselves;
- Students both set goals and plan work (as part of the teacher's assignment);
- The work is carried out by students on their own initiative: the student independently determines the purpose, content, plan and implements it independently.

Independence is not only the task itself, but also the ability to set the task. Therefore, independence cannot be achieved without creativity. "Being independent means is that being able to set a task and make plans so that you can solve it on your own, and then be able to implement it. Independence always has elements of creativity or requires its manifestation" [5; 72p].

Based on the components of pedagogical technology, we have identified the components of intensive education technologies - content component, design component, modeling

component, organizational component, diagnostic and psychological-pedagogical components. In our study, the concept of the formation of communicative competence in students of non-philological direction using the means of intensive educational technologies was developed.

The social approach that emerges as the main method in the formation and development of the individual serves the self-development of all components of education. Intensive learning technologies, which we consider as a means of stimulating the formation and development of communicative competence of future professionals within the concept of socialization of education, are defined by the following components:

- To treat the student as a subject of life activities, which has the development of communicative competence in the form of valuable personality traits?

- To look at the teacher as a mediator between the student, communicative activity and communicative culture;

- To treat the educational institution as a valuable educational space in which psychological and pedagogical stimulation of communicative competence in the form of quality of social values of the future specialist in the process of communication and communicative activity.

Within the framework of the concept of formation of communicative competence of future specialists through intensive education technologies, the socialization of education is carried out in three directions - theoretical, methodological and technological:

- Theoretically implies knowledge of communicative competence as a valuable quality of the future specialist;

- Methodologically, it provides a set of active forms and methods aimed at creating a favorable environment for the subjects of communicative activity;

- Technologically, the effectiveness of the process of stimulating the formation of communicative competence of the future specialist in the process of active use of intensive technologies is considered as an algorithm of actions aimed at achieving the goal.

The principles of intensive technologies that promote communicative competence are the activation of student activity, creative self-expression of the student, the independence of the student's knowledge, and the mechanisms of action are motivation based on the practical relevance of the topics used, problem-based learning, active forms and methods.

Mastering the basics of theory and skills, the ability to evaluate and analyze the current situation and results in education, its conditions, content and technology will significantly develop the process of becoming a mature teacher and improving his skills. Theory, however, is not rigid, but vibrant, evolving, technical innovations, artistic achievements, a wealth of experience in overcoming adversity, and knowledge that incorporates a complex set of sciences to modernize education.

In the development of society, the amount of information that needs to be processed and understood, as well as many other factors, requires the maximum use of human skills in teaching English. The current conditions for the use of English as a means of communication, cognition, information retrieval and collection determine the need to master all types of speech activities - speaking and listening in English, as well as it gives analytical reading, logical discussion and writing of educational information.

Intensive teaching technologies are designed not only to form in the student a certain set of skills and abilities in a short period of time, but also to overcome the psychological barrier that inevitably arises in the process of forming the student's second language competence.

The training course on the basis of intensive learning technology is divided into three stages:

• **The first stage** - the ability to communicate freely with the interlocutor and read literature freely;

• **The second stage** - the ability to communicate with the interlocutor;

• **The third stage** - the ability to communicate verbally with the interlocutor using a dictionary.

At the initial stage of teaching, the question arises about the possibility of organizing intensive courses in learning English.

It should be noted that within one or more theories, for example in problem-based learning theory, it is possible to develop and apply not one but several technologies in practice. On the other hand, new technologies emerging in educational practice can be combined or grouped into single or theoretical applications (problem-based, person-centered learning, etc.), which include the system of actions of the subjects of the educational process (teaching system, motivation system, psychological and didactic support system). etc.) is based and constructed [6; 26 p].

In addition, the organization of the learning process on the basis of intensive learning technology plays an important role in game learning, which differs from traditional methods: in this case, game learning will be as focused as possible on real practical activities; it allows for individual solutions in conflict situations; have a competitive environment for the collective development of group thinking in situations where students have different arguments and objections, and create the basis for a significant intensification of the teaching process [7; 26 p].

Problematic situation implies that any problem is discussed collectively in order to find ways to solve it based on it. The problem situation is conducted in the form of interaction between the participants. It involves creative, enterprising activism, develops the ability to debate, to discuss a problem, to defend one's views and beliefs, to express one's thoughts concisely and succinctly. The functions of individuals in a problem situation may vary.

Problem-based learning is used in the analysis of problem situations where a simple and unambiguous answer to a question is required, and alternative answers are also considered. It is advisable to use collaborative teaching methods to engage all participants in the discussion. This methodology is based on teaching students to work together in small groups.

The basic idea of learning collaboration is simple, where students combine their intellectual potential and strength to complete a common task or achieve a common goal, i.e., to solve a problem.

The technology of the study group in the learning collaboration can be as follows:

- Problem identification;

- Formation of small groups, distribution of tasks in it;

- Discuss the problem in small groups;

- Present the results of the discussion to the whole study group;

- Continuation of the discussion and summarizing.

Didactic play is an important pedagogical tool for activating the teaching process in professional activities. During the didactic game, the trainee must perform actions that are consistent with the actions that may occur in his or her professional career.

The result is the accumulation, updating and transformation of knowledge into skills and abilities, the accumulation of personal experiences and its development [8; 218p].

Didactic game technology consists of three stages. Involvement in didactic play, playful mastery of professional activity in the model helps to master the profession in a systematic, holistic way. Execution of a task is an active method of teaching, in which the "model" is the field of professional activity, and imitation is mainly related to the performance of the task (position) [9; 25p].

Thus, the requirements for the process of communicative competence in students of higher education today, the psychological and pedagogical conditions for ensuring its effectiveness are largely embedded in the system of intensive teaching of communication and stem from its principles. Practice shows that even the use of individual rules of intensive training gives positive results. However, a new quality in the educational process can be achieved only when the rules reflected in the principles of teaching based on intensive learning technology are reflected in its holistic system. These are:

1. **The principle of person-centered learning** takes place in two interrelated learning activities and communication activities that are aimed at people's understanding of each other. This principle will be important in determining the purpose of training - increasing the level of communicative motivation. Personal-role communication in English is the basis for building the learning process.

2. **The principle of collective interaction** connects the goals of teaching and education, describes the means, conditions and methods of an integrated educational process in which learners expand their knowledge through communication with each other, improve speech competencies.

 Collective interactions are formed between the participants of the learning dialogue, which serve as a means of increasing the effectiveness of learning and the success of each student.

3. **The multifunctional principle of exercises** is manifested by an effective approach to teaching intensive learning technologies. It involves the simultaneous and parallel acquisition of language material and speech activity. Each exercise simultaneously performs several tasks, which are characterized by a hierarchical significance for each phase of the exercise.

4. **The principle of the role of the organization of the educational process** is organized in the form of an informal, personal manifestation or a combination of role-playing games in which the student can "self-manifest" or "enter into a given role" in the performance of a specific role. The emergence of this principle allows students to demonstrate, imagine and develop their creative abilities.

All of the listed principles of teaching students communicative competence based on intensive learning technology ensure the mutual integration of teaching materials and learning activities, while helping to achieve learning objectives effectively.

In addition to the above-mentioned principles of teaching with intensive educational technologies in the system of higher education in the framework of additional education, it is important to take into account the following:

1. Achieving specific goals of teaching English to students of different contingents, including teaching conditions (number of study hours, set of hours, completeness of the study group, the formation of a specific study space);

2. Use of pedagogical and psychological and professional knowledge and person-centered approaches;

3. Classes should be held at least three times a week, each class lasting 2 academic hours - this will allow students to gain access to educational activities and gain the necessary language experience;

4. The number of students in a group should not exceed 10-12, as the number of students allows the use of an individual group form of teaching and the implementation of individual-oriented pedagogical goals and objectives;

5. It will be necessary to lead students in logical and creative thinking in the development of the content and methodology of intensive training;

6. The focus of the training course should be on the emergence of communicative competencies, which are manifested as individual creative achievements in all types of speech activities and become the basis of communication in English as the main competence.

Analyzing the work on communicative competence on the basis of intensive educational technologies, it can be concluded that it helps students in higher education to successfully master other subjects, develops logical and creative and innovative thinking, as well as improves students' thinking through communicative competencies.

Thus, on the basis of intensive educational technology reduces the workload of teachers and students, allows to optimize the resources of higher education institutions, reduces the cost of printed publications; information, technology, working with people and on their own, while raising the level of its general culture while making the younger generation successful in their professional lives in their personal lives. Acquisition of general (educational, social, communicative, personal) competencies increases lifelong readiness to learn and learn new professions, to develop the ability to cooperate, to organize not only their own activities, to manage themselves and their lives, but also to be successful in collaborative activities.

The need and importance of the use of intensive educational technologies in students of higher education institutions was considered, their general description, theoretical aspects based on various scientific approaches and analyzes were described and the scientific content of intensive educational technologies was revealed.

It focuses on the innovative and creative thinking of the student, taught on the basis of intensive educational technology, the development and improvement of the teacher's creative activity in the learning process. Intensive learning in the learning process creates the basis for the basic structural and organizational processes of technology, the conditions for creative self-expression and creativity.

Teaching based on intensive learning technologies is a system of technological methods that allows mobilizing and accelerating the resources of the learner to increase the effectiveness of the learning process.

Intensive learning technology-based learning is interpreted as stimulating students' development, their socialization and individualization, as well as creating conditions for them to express themselves in the process of active learning activities, including cognition and communication.

The principle of person-centered teaching of communicative competence on the basis of intensive learning technology, the principle of team interaction, the principle of planned learning process in the organization of learning materials, the principle of multifunctional exercises and the role of organization of the learning process help to achieve it effectively.

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