Development of Students 'Communicative Competencies on the Basis of Intensive Educational Technologies

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Abstract: This research highlights feature and possibilities for both teacher and learnings.Resource capacity pedagogy suggests the use of resources that help to organize and optimize the learning process in the pedagogical process on the basis of intensive learning technology: identification of difficulties and organization of training of necessary skills for challenging activities (training, games, problem-based forms of teaching); formation of motivation for learning activities; formation of personal spiritual, moral, aesthetic qualities of students; textbooks should be organized separately, taking into account the specifics of the minds of students.

Key words: communicative competence, intensive technology, data-driving learning

I Introduction

In higher education institutions around the world, corpus-based creative learning technologies aimed at improving students' communicative competence have been introduced into the educational process. In the Concept of International Education until 2030, adopted by UNESCO: "Creating access to quality lifelong learning" is a strategic task, and in this regard the teaching of foreign languages through communicative competence and the application of international standards to improve its quality, ensuring the compatibility of education and innovation, communicative competencies Systematic work is being done to improve the quality of education through development.

Research is being carried out in world educational and research institutions to improve communicative competencies, to develop communicative competencies in the formation of personality at each stage of education, to study the impact of corps-based creative learning technologies on the educational process, to create an environment for communicative competencies.Particular attention is paid to research on the improvement and development of intensive teaching technologies, the conduct of their professional activities in the development of communicative competencies using pedagogical and information technologies, the development of communicative competencies.

Interactive methods, innovative projects aimed at developing analytical, critical and creative thinking, development of skills and abilities using techniques and intensive educational

technologies aimed at expanding independent learning, education in the development of regular communicative communication of students of higher education institutions in our country on the basis of advanced foreign experience The normative bases for raising the content and quality to the international level and improving its material and technical base have been created.Accordingly, there is a need to accelerate approaches to the formation of communicative competencies in improving the quality of student training. The Action Strategy for the further development of the Republic of Uzbekistan for 2017-2021 identifies the issue: "Improving the quality and efficiency of educational activities through the introduction of international educational standards and assessment of education quality, education of educated and intellectually developed generation, creation of competent scientific and pedagogical staff in higher education." In this regard, it is important to conduct research aimed at improving the quality management system of teaching through intensive educational technologies in higher education institutions.

Decree of the President of the Republic of Uzbekistan dated February 7, 2017 No PF-4947 "On the Strategy for further development of the Republic of Uzbekistan", April 20, 2017 No PP-2909 "On further development of the higher education system" and June 5, 2018 PP-3775 Issue "Improving the quality of education in higher education institutionsand on additional measures to ensure their active participation in the ongoing comprehensive reforms in the country ", Cabinet of Ministers Resolution No. VM-610 of 11 August 2017" On measures to further improve the quality of foreign language teaching in educational institutions "and other regulations. - This research to some extent serves in the implementation of the tasks set out in the legal documents.

II Material and methods

There is a growing need for the application of international standards in the development of communicative competencies in the global education system, modernization of educational content, ensuring the harmony of education and innovation, and the use of modern pedagogical and information technologies in education. Nowadays, knowledge of English is not only a sign of a person's cultural development, but also a factor in his successful career and various other activities.

Much attention is paid to improving the effectiveness of communicative competencies in all educational institutions of the country, special attention is being paid to the development of communicative competencies in foreign languages.

In leading countries of the world, including the United States, Great Britain, Germany, Russia, it is important to train qualified specialists based on best practices, as well as the widespread introduction of intensive education technologies to increase the effectiveness of communicative competencies.

Intensive learning technology is used when the rapid development of communicative competencies is required. This saves time and achieves speech development in a short period of time, when students have limited time and when it is necessary to increase their level of knowledge in the short term. There is a growing need for competitive training through various forms of education and short-term programs.This, in turn, requires ensuring the competitiveness of quality personnel through intensive training technologies in a short-term coordinated learning process.

The term "intensive" is derived from the Latin word "intensio", which means to intensify, accelerate, accelerate, simplify in the form of doing something faster, to a greater degree, or accomplishing something that gives the highest productivity.

Intensive technology is a special form of organization of cognitive activity, which has clear and predictable goals.One of the goals is to create a comfortable learning environment in which the student can feel his success, intellectual power in the learning process.

The essence of intensive technology is that the learning process is organized in such a way that almost all students are able to reflect on what they know and aspire to, and have the opportunity to understand, involved in the learning process.Cognitive, collaborative activity of students in the process of mastering the learning material means that each student makes his own individual contribution, there is an exchange of methods of activity, knowledge and ideas. Moreover, this process takes place in an atmosphere of mutual goodwill and support, which not only acquires new knowledge, but also develops the cognitive activity itself, leading it to higher forms of cooperation and interaction.Intensive technology in the classroom involves the organization and development of a dialogue that leads to a mutual understanding, interaction, collaborative solution of tasks that are common but important for each participant.

Teaching based on intensive learning technologies is understood as an educational technology that allows the learner to mobilize and accelerate the resources of the resource to increase the effectiveness of the learning process. Therefore, the widespread use of active methods that stimulate thinking and practical activity, especially in the teaching process, develops important intellectual qualities that ensure the learner to master the knowledge of future activities and actively apply them in practice in their professional activities.

III. Discussion

While intensive learning technology-assisted classes give the most effective results in a short period of time, the student not only overdoes the task while studying, but on the contrary, helps to master it very easily and in a short period of time.

Specific features of intensive education technologies:

- maximum activation of students during the lessons;

- mobilization of psychological resources of the student.

Intensive learning technologies use the following elements for all programs and at all levels to increase learning effectiveness: the focus is on oral and listening comprehension competencies; systematic work on pronunciation and intonation during the lesson; acquire the competence to express one's thoughts orally in English (overcoming the language barrier); modeling role-plays, case studies, discussions, oral presentations, and communication situations; optimization of teaching materials and programs based on the individual goals of students, that is, concepts related only to professional activities are studied.

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

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

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

- Technologically, the teacher is considered as a trajectory of the process of motivation in the formation of communicative competence of the future specialist in the process of active use of intensive technologies, the effectiveness of the incentive process.

A new quality in the educational process can be achieved only if the rules reflected in the principles of teaching based on intensive learning technology are reflected in its holistic system.

The technology of revealing the pedagogy of reserve opportunities in the educational process is based on its individualization, as it is necessary to take into account the specific characteristics of each student and to formulate the technology of formation and development of the necessary components.

A competent approach and a person-centered approach were identified by the dissertation as the theoretical basis for increasing the effectiveness of communicative competencies in students on the basis of intensive learning technologies. Language competence is the basis of the content of knowledge, skills and abilities.

The competent approach integrates with the multifaceted nature of modern education and allows the individual to express themselves, to express their personal potential in the form of social interactions.

An important component of implementing a competent approach in the teaching process is the teaching and learning approach. It is advisable to build these relationships (pedagogical interactions) on the basis of person-centered learning. A valuable aspect of the developed approach is, first of all, the socialization of the pedagogical process.

Concluding the analysis of theoretical approaches to the problem of increasing the effectiveness of communicative competencies on the basis of intensive education technology, we believe that first of all we need to distinguish three theoretical directions: first, the competent approach, which is the main direction of the modern higher education system and science.As a second direction, a person-centered approach was chosen as an effort to effectively organize the process of formation of key competencies.The third direction was chosen resource pedagogy, as it allows to significantly increase the level of manifestation of a number of cognitive and social abilities, which are the main competencies in the development of communicative competencies based on intensive learning technology of foreign languages.

The model of pedagogical process provides pedagogical conditions for increasing the effectiveness of communicative competencies based on intensive learning technology and consists of appropriate systemic components - social order, purpose, theoretical approaches (resource capacity pedagogy, person-centered education, competent approach) (Figure 1).

Thus, carrying out the research task, which consists of the theoretical substantiation of pedagogical conditions that promote the development of communicative competencies on the basis of intensive learning technology, the author focused on three scientific areas - resource capacity pedagogy, competency approach and person-centered teaching.

Resource capacity pedagogy suggests the use of resources that help to organize and optimize the learning process in the pedagogical process on the basis of intensive learning technology: identification of difficulties and organization of training of necessary skills for challenging activities (training, games, problem-based forms of teaching); formation of motivation for learning activities; formation of personal spiritual, moral, aesthetic qualities of students; textbooks should be organized separately, taking into account the specifics of the minds of students.Resource capacity pedagogy focuses on the development of all types of training necessary to increase the effectiveness of communicative competencies on the basis of intensive learning technology.

Resource capacity pedagogy can be developed in a person-centered learning process that focuses on the evolving subject who gains experience in the whole learning process and manifests itself in learning activities.

The competency approach provides a perspective view of the ultimate goal and outcome of the development of communicative competencies and focuses on the effectiveness of teaching.

On the basis of creative approaches, the dissertation highlights the following pedagogical conditions for increasing the effectiveness of communicative competencies of students of higher education institutions on the basis of intensive educational technology:these include a special training course on the formation of readiness for the development of communicative

competencies on the basis of intensive educational technology, which includes blocks of formation of internal motivational, cognitive and social training; use of active forms and methods of teaching and methods of interaction in the study group; monitoring the formation of all types of training.Students in higher education face certain difficulties in developing communicative competencies in English based on intensive learning technology, which allowed them to understand and classify typical difficulties according to the reasons for their different levels of problems in learning English:

- difficulties of communicative nature;

- difficulties associated with the underdevelopment of cognitive processes;

-difficulties related to the individual characteristics of the student's personality;

- Difficulties associated with the personality of the teacher and the technology used in the learning process.

The analysis of the cause-and-effect relationship of the types of difficulties and the development of communicative competencies on the basis of intensive learning technology identified areas that, on the one hand, contribute to the formation of preparedness and, on the other hand, prevent potential difficulties. The identification of these factors will be achieved through the creation of pedagogical conditions for the formation of students' readiness for the development of communicative competencies on the basis of intensive educational technology.

As a result of our research aimed at shaping the communicative competencies of students of higher education institutions in English, we propose to study the use of didactic and pedagogical tools in several stages.

The first stage. At this stage, the task and goal of developing communicative competencies are stated. Students are given assignments on a specific topic, their attention is drawn to certain cognitive (spelling) rules that may arise, and if necessary, it is advisable to explain such difficulties in detail through examples.

The second stage. At this stage, the words on the given topic are demonstrated using technical means. For example, it is possible to create an independent speech from the images displayed on multimedia in the context of the topic. It is advisable to do this first under the guidance of a teacher and then independently. The use of keywords in speech is difficult due to lexical-grammatical difficulties.

The third stage. At this stage, the logical connection between the speaker and the speaker is closed. Students practice writing a text on a topic in an independent sentence structure. Such work not only enables students to think creatively, to develop skills, to memorize the material, but also to develop the ability to express their ideas in English.

The fourth stage. At this stage, the student will be able to read the written texts written by him /

her on the topic and express his / her own opinion about the texts written by others. Ulap's fixture can be positive or negative. Such an arrangement of the article does not contribute to the formation of critical thinking skills.

The fifth stage. At this stage, the hap beep student rewrites the text, wearing a hijab that is a reference to the text. As a result, sometimes a completely new text can be prepared that differs from the previous one. It depends on how creative the student's approach to their work is.

One of the most important and popular areas of application of information and communication technologies in educational processes is learning using corpus linguistics or DDL (data-driven learning).

Currently, the world experience shows that the organization of the educational process using linguistic corps in higher education institutions around the world is very effective.

The essence of corpus-based learning technology (DDL) is that students use the corpus directly to find information about a language they "don't know". In this area, students can develop communicative competencies in English more effectively, as the use of a model in the learning process is recommended. They will be able to draw their own conclusions about the meanings of words, phrases, grammatical rules related to the language material.

The National Corps has been developed by linguists (corpus linguists, specialists in modern linguistics) for research and language learning. National corps has been created for the most common languages in the world. They differ in the level of scientific processing. An example of this is the universally recognized British National Corps (UNC). Most modern buildings are built on its basis.

The National Corps has two important features. First, it is characterized by belonging or a balanced composition of texts. This means that the corpus includes all written and oral texts presented in one language (various genres of art, journalistic, educational, scientific, business, conversation, dialect, etc.) and all of the above texts are proportional to their share in the language of the period; . Good affiliation is achieved only with a large amount of corpus (tens and hundreds of millions of words).

Second, it contains specific additional information about the properties of the texts included in the corpus (called designations or annotations). Marking is a key feature of this corpus. It distinguishes the corpus from simple collections (or "libraries") of texts that are widely available on the Internet.

Corpus linguistics requires a corpus or several corporations, a computer, and some software to analyze the process of learning English-related results.

Corpus lnguistics (Corpus lnguistics) is used in many fields of linguistics, and language learning and teaching is a major program for learning English, especially as a foreign language or a second

language. In addition, the corpus includes the study and teaching of vocabulary based on linguistic applications, phraseology, language registry, composing sentences in English from words used in professional activities.

Using a corpus-based learning technology (DDL-data-driven learning) requires the use of the following approaches:list of words, concordens lines (concordance lines concordens When a word is searched from this corpus, the line that comes with the words sought is called concordant lines); includes highlighted texts and language registers.

The corpus is a large, principled electronic set of naturally occurring language patterns.

The study focuses on the development of students' independent and intensive communicative competencies in English using the corpus, speech competencies (speaking, reading, writing and comprehension) and free conversations in their professional activities. course program and on the basis of this program, English for Special Education, B2 Ready, English for biology students, English for defectology students, English for Psychology students and its teaching aids developed.The results of experimental work on the organization and conduct of experimental work on the development of communicative competence in higher education, the effectiveness of communicative competence in higher education and their analysis is described.

Experimental work was carried out at the Tashkent State Pedagogical University named after Nizami, Jizzakh State Pedagogical Institute, Namangan State Pedagogical University. The total number of students was 365, 182 students participated in experimental groups, 183 students in control groups.

In order to determine the effectiveness of the experimental work, the respondents were attached to the experimental and control groups.

In the experimental group, practical work was carried out on the basis of intensive education technology, which helps to ensure the development of communicative competencies in English on the basis of intensive educational technologies developed and recommended by the dissertation, while in the control groups educational work was carried out in the traditional way.

The main task of the formative stage in the analysis of the results obtained from the initial surveys of students of higher education institutions is the development of methodological tools: the introduction of active forms and tools to increase the effectiveness of communicative competencies; independent performance of practical tasks on the basis of competencies (Figure 2).

IV. Result

In the development of interdisciplinary practical tasks, the dissertation identified the following stages of their solution: understanding and acceptance of the task; understanding the challenges; terms of assignments; search for ways to express a hypothesis and solve it; perform the task; task

analysis and correction;description and interpretation of assignments.

Figure 2.

Diagram of the levels of development of the effectiveness of the types of speech activities (writing, speaking, reading, listening comprehension) of university students conducted by TSI
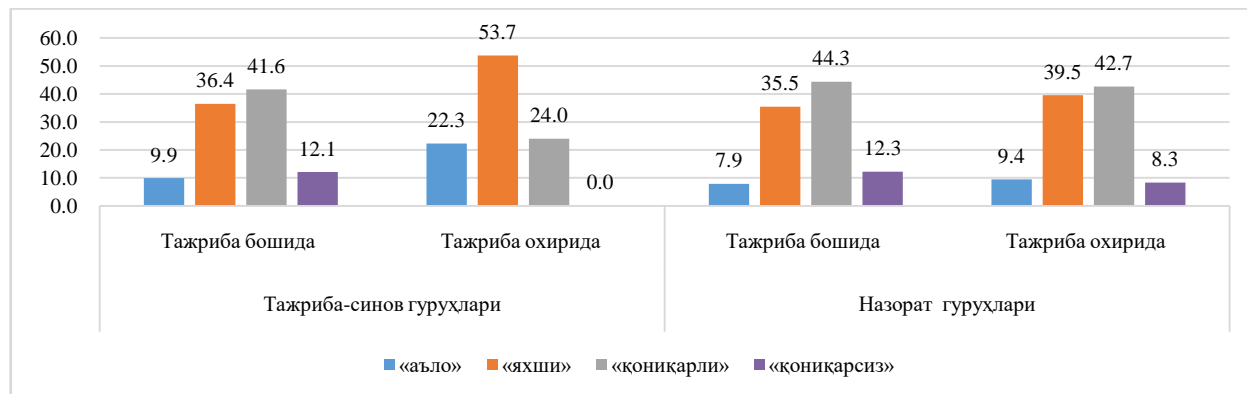

Diagram of the levels of development of the effectiveness of the types of speech activities (writing, speaking, reading, listening comprehension) of Diagram of the levels of development of the effectiveness of the types of speech activities (writing, speaking, reading, listening comprehension) of university students conducted by TSI. Based on the analysis and results of scientific and pedagogical research, the following conclusions were drawn:

V. Conclusion

The pedagogical aspects of communicative competence were determined on the basis of person-centered principles and mutual coordination of students' functional. Based on the analysis and results of scientific and pedagogical research, the following conclusions were drawn:

1. The pedagogical aspects of communicative competence were determined on the basis of person-centered principles and mutual coordination of students' functional abilities (development of critical thinking and increase of their creative speech activity).

1. . Based on the analysis and results of scientific and pedagogical research, the following conclusions were drawn:

2. The pedagogical aspects of communicative competence were determined on the basis of person-centered principles and mutual coordination of students' functional abilities (development of critical thinking and increase of their creative speech activity). The main structural and organizational processes of intensive learning technologies in the learning process the learning process itself, such as the acquisition of knowledge related to abilities and needs, has been found to be linked to the maximum development of its natural base potential, the creation of conditions for creative self-expression and creativity, civil rights and moral choice in social life.

7. Corpus-based learning technology mobilizes the resources of the learner in reserve to

increase the efficiency of the learning process and creates a system of technological methods that allow to accelerate. Therefore, it has been found that the widespread use of active methods that encourage thinking and practical activity, especially from the very beginning of the learning process, develops important intellectual qualities that ensure a person's constant acquisition of knowledge in future activities and their active application in practice.

8. Corpus-based learning technology mobilizes the resources of the learner in reserve to increase the efficiency of the learning process and creates a system of technological methods that allow to accelerate. Therefore, it has been found that the widespread use of active methods that encourage thinking and practical activity, especially from the very beginning of the learning process, develops important intellectual qualities that ensure a person's constant acquisition of knowledge in future activities and their active application in practice.

9. It has been found that corpus-based learning technology provides a clear integration of teaching materials and learning activities with the principles of person-centered learning, the principle of team interaction, the principle of concentration of the learning process in the organization of learning materials, the principle of multifunctionality of exercises and the role of learning.

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