

## **The Role of Intensive Education Technologies in Ensuring Individual's Activity in the Education**

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**Abstract:** This article highlights the role of intensive technologies in teaching individual's activities. Intensive learning technologies of teaching are designed not only to form competencies in the person being taught in the short term, but also to overcome psychological problems in the process of forming the student's second language competence. Education can achieve its results only if it has its roots in science and industry, social life, in a word, life, and is fully integrated with internal and related networks. Only a state that is able to ensure a deep, comprehensive relationship between science, education and the economy and apply it to all spheres of society will achieve progress. In this regard, significant work is being done in the field of education in our country.

**Key words:** Intensive technology, individual activity, communicative competence, reproductive activity, interpretive activity

### **1. Introduction:**

The Decree of the President of the Republic of Uzbekistan dated February 7, 2017 "On the Action Strategy for further development of the Republic of Uzbekistan" sets a number of tasks to improve the social sphere, in particular, education and science, including strengthening the material and technical base of educational institutions. , along with the reconstruction and overhaul of existing ones, the need to provide them with modern teaching and laboratory equipment, computer technology, teaching aids. It was also noted that the independence of higher education institutions will be gradually developed through the further modernization of curricula, the provision of paid services and the expansion of the powers of higher education institutions in the search for additional sources of funding.

The amount of information that needs to be mastered in the rapid development of our society, as well as a number of other factors require the maximum use of human abilities in the teaching of non-philological students. Intensive learning technologies of teaching are designed not only to form competencies in the person being taught in the short term, but also to overcome psychological problems in the process of forming the student's second language competence.

Achieving learning goals requires an understanding of the content of the most important elements (content, forms, methods) of teaching, the general development of the individual, his professional training, personal activity in teaching, and increasing the amount of information provided as a strategic direction of teaching - confirms the idea of creating conditions for personal and social activism. The degree of manifestation of personality activity in teaching is related to the level of development of his learning motivation, which determines not only the cognitive activity of the student, but also his uniqueness as a person. In accordance with the traditional teaching logic, which includes the initial acquaintance with the material or its comprehension in the broadest sense of the word, its full comprehension, special work on its consolidation, full mastery of the material, ie its transformation into practical activity, the following three levels of activity are distinguished:

A) reproductive activity - is characterized by the desire of the learner to understand, remember, reproduce knowledge, to master the methods of applying it on the model of teaching;

B) interpretive activity - is characterized by the desire of the learner to understand the content of the studied information, to determine their interrelationships, to master the methods of using knowledge in any situation;

C) creative activity - involves the student's theoretical understanding of knowledge, independent search for solutions to problems, intensive demonstration of interest in knowledge.

M.Kh. Tokhtakhodajeva highlights the following distinctive features of active learning:

- Compulsory activation of thinking, in which the trainee is required to be active regardless of his wishes;
- the period of involvement of trainees in the learning process is long enough, because their activity should not be short and episodic, but rather significantly stable and long-lasting;
- independent creative development of solutions, high level of motivation and emotionality of the trainees.
- Continuous interaction of teachers and students through direct and feedback.

Modern approaches to teaching in the educational process will consist of its technological structure.

-According to the research of scientists, the general principles and rules of teaching technology should be adopted, and the development of modern technologies in education should be carried out in accordance with the following principles:

-The principle of integrity of technology, reflecting the didactic system;

-The principle of reproduction of technology in a specific pedagogical environment to achieve the set goals;

- The principle of non-linearity of pedagogical structures and the predominance of factors influencing the mechanisms of self-realization of appropriate pedagogical systems;

- the principle of adapting the learning process to the personality of the student and his cognitive abilities;

- The principle of potential abundance of educational information, which creates optimal conditions for the formation of generalized knowledge .

Interactive education is based on the main participants of the teaching process - the teacher, the student and the group of students, lively discussions, the opportunity to exchange ideas, to think freely, to express personal views without hesitation, to seek solutions to problems, to master the material. It is characterized by the creation of mutual intimacy of students, mutual respect, understanding and support of the "teacher - student - student group", a sincere relationship and high results.

Thus, the use of various active technologies by the educator in the educational process of an innovative nature serves to develop students, to further increase their abilities. The radical changes that have taken place in recent years require a rethinking of new innovative approaches, existing views, concepts and attitudes to all spheres of society with a mirror of development and efficiency criteria.

communicative competence reflects the integrative qualities of a person in future professionals. It consists of three components:

- Motivational expression (preparation for interest in the profession he is studying and understanding of its importance in the future);
- Cognitive activity (in English) combining communicative competence with professional activity;
- general interdisciplinary competence, the combination of the quality of knowledge and the importance of competencies in future professionals, manifested in the methods of free-voluntary self-assessment in future professional activities.

The formation of communicative competencies in students can be done on the basis of the introduction of modern teaching methods in educational practice. We have chosen intensive technologies of teaching English as a means of stimulating the formation and development of these competencies.

Intensive learning technologies play a key role in solving the problems of upbringing, teaching and development of the individual, in which intensive training is based on the rigorous organization of the student's thinking, independence, self-actualization, initiative, creativity, self-esteem. the learning process is focused on the active interaction of the subjects. It also ensures effective results in the development of personal qualities in the process of acquiring knowledge, skills and abilities with the help of intensive technologies.

It is important to train qualified specialists based on best practices in leading higher education institutions in the world, including the United States, Great Britain, Germany and Russia, as well as the widespread introduction of intensive education technologies in improving the quality of English language learning and teaching.

Intensive learning technology is used when intensive teaching is required in English language teaching. It is possible to save time and achieve the result of speaking quickly, when students have limited time and when it is necessary to increase their level of knowledge.

Today, the intensification of the education system in students of non-philological directions of the higher education system is a modern requirement, as the need for various forms and programs of intensive and short-term education is growing and developing rapidly. This is to ensure its intensity as a shortened time to learn a very large learning process.

The concept of intensity is simple and is understood in the sense of making something faster, more productive. In pedagogical activity, it means abandoning ineffective methodologies, outdated practices, and old-fashioned management approaches, and using and introducing a new, more effective set of tools instead.

V.I. Makarenko, Yu.K. Babansky, V.L. Matrosova, V.A. Slavenin on the organization of the educational process on the basis of intensive education, the use of various interactive methods and tools, comprehensive optimization of the pedagogical process and pedagogical creativity in communication with students, V.K. Dyachenko, I.T. Ogorodnikov, L.V. Zankov, B.G. Ananov, M.A. Danilov, D.V. Chernilevsky, I.P. Podlasiy and other scientists conducted research.

J. Jalolov developed scientific-pedagogical-psychological conditions for teaching English to students on the basis of a person-centered approach and in this process the general cultural education of the student and the formation of its components.

According to K. Rizkulova, the process of teaching English differs from other disciplines by its complexity, versatility and multifactoriality. Concepts such as modeling, managing, discussing the process of effective acquisition of English, as well as distinguishing the peculiarities of the subject of "English" from other disciplines are studied in linguodidactics.

Students will see with their own eyes the practical consequences of the use of language in teaching based on intensive learning technology in the learning process. It is well known that writing, reading, listening, speaking are rarely seen as independent activities in real life.

The features of intensive teaching as a large-scale didactic phenomenon allowed to highlight its specific features, that is, the organization of teaching on the basis of intensive educational technology helps to implement it in the following conditions:

- when there is a need to accelerate the pedagogical process and achieve learning results in a relatively short time;
- when it is necessary to improve the quality of teaching during the allotted training time;
- when it is necessary to achieve both of the above at the same time.

The organization of the teaching process on the basis of intensive learning technology is a rational and effective reorganization of the educational process, which is aimed at increasing the effectiveness of cognitive processes, active teaching methods and modern educational approaches (competency approach and problem-based approach). ) allows to develop the content of language learning on the basis of taking into account the psychological and pedagogical mechanisms of concentration, comprehension and description of time.

Given that intensification is one of the ways to improve teaching related to a qualitatively new level in the training of specialists without increasing learning stress and duration of study, its most important sign is a simultaneous change in teacher and student activities.

**II. Material and methods.** 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 own success, his own intellectual strength.

- Today, scholars in intensive education have identified and substantiated the following "mechanisms" for the transformation of the educational process into an intensive process:

- Disclosure and updating of the intensive activity of the learner, psychological resources, memory resources (AS Vartanyan, L.Sh. Gegechkori, GA Kitaygorodsk, GK Lozanov, VV Petrusinsk, etc.);
- Integrated solution of issues of organization of educational activities of students, separate organization of communication (EV Kolchinskaya, ND Kryukova, etc.);
- search for the most optimal of conscious and flexible components (A.A. Lenotev).
- Analyzing the research work of scientists on intensive training technologies, we can say that this technology is based on:
  - increase in the number of hours;
  - work with large array lexical units;
  - communicative orientation;
  - work in speech mode on ready speech samples;
  - game-oriented;
  - practice speaking situations;
  - role communicative games;
  - passive speech grammar.

The technology of interactive teaching on the basis of intensive education as a subject of educational activity is considered as a method of acquisition of knowledge, the formation of competencies in the process of interaction and interaction of teacher and student. Their essence is that they rely not only on the processes of comprehension, memory, attention, but, above all, on creative and productive thinking, behavior and communication.

In such a situation, the teaching process is organized in such a way that students learn to communicate with each other and with other people, to interact, to think critically, to solve complex problems based on the analysis of production situations, professional situations.

-The essence of intensive technology is that according to it, the learning process is organized in such a way that almost all students are able to reflect on what they know and think, and have the opportunity to understand, involved in the learning process. Cognitive means that the collaborative activity of students in the process of mastering the learning material means that each of them makes its 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 training involves the organization and development of a dialogue that leads to mutual understanding, interaction, collaborative solution of tasks that are common but important for each participant.

-Intensive training implies a high rate of acquisition of knowledge and formation of competencies. These processes are connected with the emotional-motivational spheres and together with it form a single psycho-emotional block. In the conditions of a favorable emotional psychological environment, the intensity of mental processes increases sharply, the information reported during the session is not isolated, but there are associations that are perceived with different intellectual and emotional connections. The process of learning becomes creative.

*-Education on the basis of intensive educational technologies means a system of technological methods that allows to mobilize and accelerate the resources of the learner to increase the effectiveness of the learning process. Therefore, 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 active acquisition of knowledge in future activities and their active application in practice.*

Intensive training sessions give the most effective results in a short time, the student not only overloads while reading, but on the contrary, helps to master it very easily and with pleasure.

Peculiarities of intensive education technologies:

- maximum activation of students during the lesson;
  - mobilization of psychological resources of the student's personality.
  - Intensive education differs from traditional teaching, first of all, in the methods of its organization and conduct: maximum activation of students during the lesson;
    - mobilization of psychological resources of the student's personality.
- Intensive education differs from traditional teaching, first of all, in the methods of its organization and conduct: increasing attention to various forms of pedagogical communication, the socio-psychological environment in the group, creating appropriate learning motivation, overcoming psychological barriers in mastering language materials and speech.

Intensive teaching methods not only form the student's unique skill set in a short time, but also force the teacher to overcome the psychological barrier arising from the artificial formation of secondary language competence.

The content of teaching, new approaches to the learning process require comprehensive development of the subjects of the learning process.

Intensive learning technologies play an important role in solving the problem of upbringing, teaching and development of the person, they help to organize the thinking of the person, expand the boundaries of the teacher's creative activity in the learning process, independence, self-expression, self-actualization, initiative, the learning process, which provides skills such as creativity, self-assessment, will be focused on the active interaction of the subjects.

On the basis of intensive educational technologies, ie through the introduction of advanced teaching methods, teaching the younger generation English, radically improving the system of training specialists fluent in these languages and, on this basis, their achievements in world civilization and extensive use of world information resources. allows for the development of cooperation and communication.. Intensive methods stimulate students' learning motivation, as well as help passive knowledge become competent, provide ample opportunities for creativity, and form professional and socially significant personal qualities that are necessary in social partnership. The ability to understand spoken language developed in the early stages of intensive training is improved, becomes competent in the training course, and ensures comprehension of 50% to 100% of the information heard. In the real context of communication, the scope of comprehension of oral speech in English, due to the development of pre-comprehension skills, the student may ask questions about something he or she does not understand or identify certain moments of speech due to "English activities". Analyzes have shown that by creating a sufficiently high level of listening ability, a student will have to master a "listening dictionary" of about 6,000 phrases. This is a unique type of dictionary, and knowing it is done not only because it is really familiar, because of the source words, but also because of knowing the rules of word formation.. This includes unfamiliar words that are understandable as a result of the student's mastery.

- The organization of the educational process on the basis of intensive educational technologies in the short term serves to form a certain set of skills and abilities in students.

- Intensive learning technology-based learning is interpreted as stimulating students' development, their socialization and individualization, as well as creating conditions for self-realization in the process of active learning activities, including knowledge and communication.

The results of the analysis of our scientific research have shown that in the process of intensive training there is an opportunity to use the knowledge of different disciplines about their capabilities and resources for the complex stimulation of cognitive activity. It is possible to ensure a high level of efficiency only at the intersections of disciplines, and hence - to ensure the professional organization of teaching.

- 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 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 the readiness for lifelong learning and learning new professions, develops the ability to cooperate, not only to organize their activities, to manage themselves and their lives, but also to be successful in collaborative activities. serves.

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 responsibility for achieving them.. 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.

It is necessary to introduce computer and information technologies that will allow the organization of the educational process on the basis of intensive educational technology to develop the learning activities of students. In order to organize the learning process on the basis of intensive learning technology, it is necessary to encourage students to independently study in situations where they have to critically evaluate their knowledge, identify existing individual shortcomings and find additional opportunities to overcome shortcomings in their learning.

Intensive training is usually a 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 for all levels:

- \* the main focus is on the competencies of comprehension through speaking and listening to speech;
- \* Systematic work on pronunciation and intonation during the lesson;
- \* the main focus is on the acquisition of competencies to express their ideas orally in English (overcoming the language barrier);
- \* modeling role-playing games, case studies, discussions, oral presentations and communication situations;

Intensive teaching methods based on 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 terms of its effectiveness, but the teacher faces the problem of developing automated learning systems.

- It is advisable to use the following methods to demonstrate the technology of intensive training:
- 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 educational 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, is a unique experience that students need in developing their professional competencies in a realistic environment. As the foundation of intensive education, educators demonstrate activism, independence, and creativity. Based on the experiences 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 define the task. Therefore, independence cannot be achieved without creativity. "Being independent means 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 "[97].

Based on the components of pedagogical technology, we have identified the components of intensive education technology - 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;



- 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, where psychological and pedagogical stimulation of communicative competence is carried out 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 educational technologies, socialization of education is carried out in three directions - theoretical, methodical 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 significance of the topics used, problem-based approach to teaching, active forms and methods. is a holistic approach to acquisition.

- The ability to master the basics of theory and skills, to evaluate and analyze the current situation and results in education, its conditions, content and technology, significantly develops 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 of science to modernize education.

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

- the first stage - the ability to communicate freely with native speakers and read literature using a dictionary;

- The second stage - the ability to read and communicate freely;

- The third stage - the acquisition of oral communication skills and the skills of an interpreter.

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-didactic support system and h.k.) is based and constructed. Also, 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 is as close as possible to real practical activities; it allows for individual solutions in conflict situations; will have a competitive environment for the collective development of group thinking in situations where

students have different arguments and opposing views, and will create the basis for a significant activation of the teaching process .

### III. Result and discussion:

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:

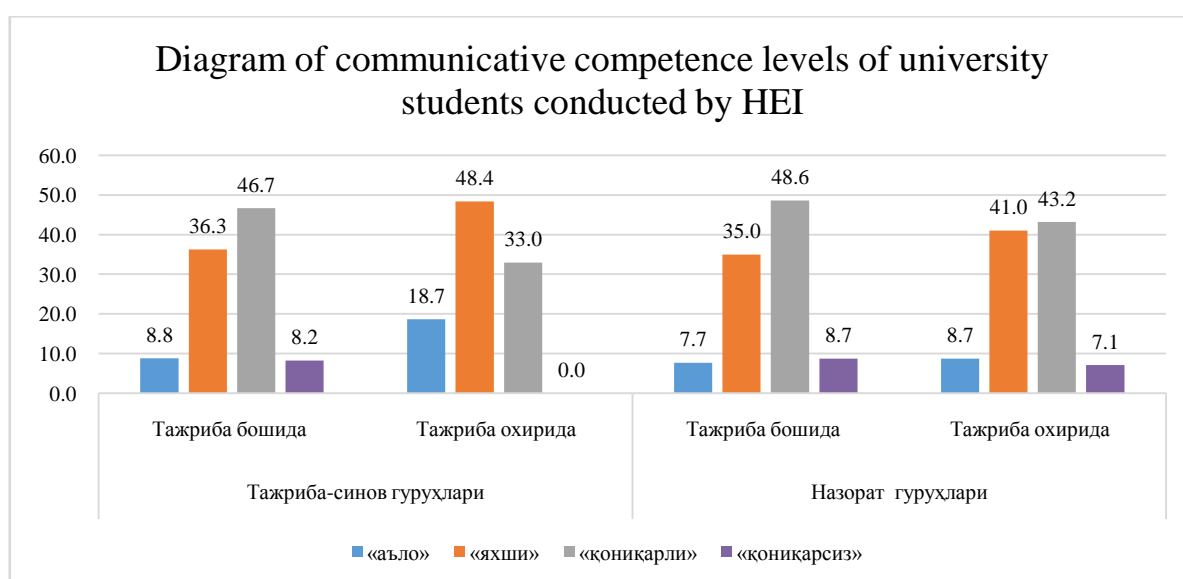
1.The principle of person-centered learning occurs in two interrelated learning activities and communication activities that focus on people’s understanding of each other.This principle will be important in determining the purpose of training - increasing the level of communicative motivation. Personal-role 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 English in intensive education. 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.

*The principle of role-playing in the organization of the learning 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 “hide in his role” in performing a specific role. The emergence of this principle allows students to demonstrate, imagine and develop their creative abilities.*

#### **Levels of communicative competence of university students who conducted experimental work**



Experience - the mastery levels of 182 students who participated in the test groups at the beginning of the experiment, excellent 16 (8.8%), good 66 (36.3%), satisfactory 85 (46.7%), unsatisfactory 15 (8.2) By the end of the experiment, 34 excellent (18.7%) increased by 9.9%, 88 (48.4%) by 12.1%, and 60 (33.0%). ) By 13.7% and students who mastered it unsatisfactorily showed a decrease of 8.2% per experiment.

The mastery levels of 183 students in the control group at the beginning of the experiment were 14 excellent (7.7%), good 64 (35.0%), satisfactory 89 (48.6%), unsatisfactory 16 (8.7%). by the end of the experiment, 16 excellent (8.7%) increased by 1.0%, a good 75 (41.0%) by 6% and a satisfactory 79 (43.2%) by 5.4%, unsatisfactory the degree showed a decrease of 13 (7.1%) to 1.6%.

In order to ensure the validity of the results of experimental work, the author selected the following as quantitative criteria for the effectiveness of the methodology developed by the author in the field of non-philological teaching of English in higher education and analyzed using the Student Criteria.  $x_i$  are the values corresponding to the experimental group.  $y_i$  are the values corresponding to the control group. and - formulas of arithmetic mean values corresponding to the experimental and control groups.

(1) Here:  $x_i, y_i$  - takes values of 2, 3, 4, 5, respectively.  
 $n, m$  is the number of students in the experimental control group.  
 $n_i, m_i$  - the number of students relative to the appropriate grades.  
The average value that evaluates the effectiveness of the learning process is the ratio of the arithmetic mean values of the assessments of the experimental and control groups, i.e., the efficiency coefficient is obtained as follows:

(2) Average squared deviations:

(3) Standard deviation sizes:

(4) Average value detection indicator:

(5) Confidence intervals for unknown mean values of the general set:

(6) Buerdat is the probability of normalized deviation confidence determined on the basis of R. In this case  $R = 0.95$  and  $t = 1.96$ .

We propose the hypothesis  $H_0: a_x = a_y$  on the equality of average values and check that the opposite is  $H_1: a_x \neq a_y$  using the above data using the Student-Fisher statistic.

(7)

If  $T \leq T_r = t$ , the hypothesis  $N_0$  is rejected and the hypothesis  $N_1$  is accepted.

Below we present the calculations based on these formulas 1-7 and analyze them.

Now we give the analysis of the results of experimental work: Here:  $m = 182$ ,  $n = 183$  - the number of students in the experimental control group.  $b$  - at the beginning of the experiment,  $o$  - at the end of the experiment.

(1) according to the formula  $\Rightarrow$ ,

The efficiency coefficient is based on formula (2)  $\Rightarrow$

(3) according to the formula  $\Rightarrow$ ,

(4) according to the formula  $\Rightarrow$ ,

Indicators of determination of average values:

(5) according to the formula  $\Rightarrow$ ,

(6) according to the formula  $\Rightarrow$

We calculate the results of these calculations at the end of the experiment: (1) =>, (2) => relative growth.

This means that the experimental group had a 1.14-fold (14%) higher score at the end of the experiment than the control group.

If we compare it per experiment:

(1) => In the experimental group,  
and efficiency was achieved in the control group.

(2) according to the formula =>,,

(3) according to the formula =>,,

Indicators of determination of average values:

(5) according to the formula =>,,

(6) according to the formula =>,,

We conducted mathematical calculations for each stage. We will now examine these conclusions and draw conclusions using the above formula 7 of Student Statistics.

Experimental group:  $T_m = 5.06$

$T_{0.96} = t = 1.96$  Hence, the hypothesis  $N_0$  is rejected and the hypothesis  $N_1$  is accepted.

Control group:  $T_n = 1.34 < 1.96$ , assuming  $N_0$ .

As a result of our study, at the end of the experimental work of the selected universities as all experimental sites, the mastery rate of students in the experimental group was 1.16 (16%) higher than in the control group. This shows that the research work is effective.

#### **IV. Conclusion:**

1. Teaching based on intensive learning technologies is a system of technological methods that allows to mobilize and accelerate the resources of the learner to increase the effectiveness of the learning process. Therefore, 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 active acquisition of knowledge in future activities and their active application in practice.

2. Teaching on the basis of intensive educational technologies means a system of technological methods that allows to mobilize and accelerate the resources of the learner to increase the effectiveness of the learning process. Therefore, 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 active acquisition of knowledge in future activities and their active application in practice.

3. 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.

4. Analyzing the concepts of modern education and comparing them with the objectives of teaching English in higher education, the data obtained identified the conceptual basis for improving the quality of teaching English in non-philological students on the basis of intensive education technology.

5. A competent approach and a person-centered approach were identified as the theoretical basis for improving the quality of English language teaching in students on the basis of intensive learning technologies, and its content was analyzed.

6. What is important for the implementation of a competent approach in the teaching process is its components - the approach to teaching and learning. 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.

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