

Forming a scientific worldview and thinking.

The worldview is a system of dialectical views

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Modern technologies of intensive communication in the Russian language

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Abstract: *The article contains new teaching methods to improve the assimilation of high volume of information, improving student engagement to the classes, pointed details that teacher should pay attention, moreover described the aspects of intensive communication.*

Keywords: *intensification, efficiency, rationalization, communication block.*

Intensification of communication is the transfer of a larger amount of educational information to students with a constant duration of training without reducing the requirements for the quality of knowledge. For the successful intensification of the educational process, it is necessary to develop and implement scientifically based methods of guiding the cognitive process that mobilize the creative potential of the individual. An increase in the pace of learning can be achieved by improving the content of educational material and teaching methods .

Improving the content involves:

- rational selection of educational material with a clear allocation of the main, basic part and additional, secondary information in it; the main and additional literature should be allocated accordingly;

- redistribution of educational material over time with a tendency to present new educational material at the beginning of the lesson, when the perception of students is more active;

- the concentration of classroom classes at the initial stage of the course development in order to develop the foundation of knowledge necessary for fruitful independent work;

- rational dosage of educational material for multi-level study of new information, taking into account the fact that the process of cognition develops not in a linear, but in a spiral principle;

- ensuring the logical continuity of new and already learned information, the active use of new material for repetition and deeper assimilation of the passed;

- economical and optimal use of every minute of study time.

Improvement of communication methods is provided by:

- wide use of collective forms of cognitive activity (pair and group work, role-playing and business games, etc.);
- development of appropriate skills of the teacher in the organization of management of collective educational activities of students;
- the use of various forms and elements of problematic communication;
- improving the skills of pedagogical communication, mobilizing the creative thinking of students;
- individualization of learning when working in a student group and taking into account personal characteristics when developing individual tasks and choosing forms of communication;
- striving for the effectiveness of training and the uniform advancement of all trainees in the process of cognition, regardless of the initial level of their knowledge and individual abilities;
- use of the latest scientific data in the field of social and pedagogical psychology;
- the use of modern audiovisual means, TSO, as well as information training tools.

The concept of "intensification of learning" adjoins the concept of "activation of learning". Activation of educational activity is understood as purposeful activity of a teacher aimed at the development and use of such forms, content, techniques and teaching tools that contribute to increasing the interest, independence, creative activity of a student in the assimilation of knowledge, the formation of skills, skills in their practical application, as well as the formation of the ability to predict the production situation and make independent decisions.

In the modern period, there is a real need to develop and apply open systems of intensive communication. These systems give the student the opportunity to choose the appropriate learning technology and develop an individual program for the formation and actualization of personality. But the implementation of the synthesis of open systems of intensive training is possible only if a number of conditions are met:

- comprehensive consideration of the characteristics of the pedagogical environment in which the learning process will take place: the content characteristics of the pedagogical environment are determined by knowledge, skills, cognitive and cultural potentials, forms and methods of organizing training and independent work of students;
- compliance with the principle of adaptation of the learning process to the student's personality; this principle is implemented in practice through the nonlinear structuring of the discipline (compilation of its external and internal modules) and the compilation of an extensive program of its study by students;
- acceleration of individual development of general scientific and special knowledge by students due to the design of the "logical construct" of the discipline, in which basic knowledge is given in a collapsed form.

The effectiveness of technologies, the rationalization of teaching methods, effective teaching methods are integral attributes of all modern pedagogical technologies.

Effectiveness (from Latin. *efficius* – giving a certain result, effective) means "the ratio of the achieved result (according to one criterion or another) to the maximum achievable or pre-planned

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result, when measuring the effectiveness of a study group, the choice of criteria is concentrated around success and effectiveness indicators."

Rationalization of educational activities (from "rational" - reasonably justified, expedient) implies the expediency of the activities of the teacher and students by improving learning technologies in order to increase productivity, i.e. efficiency.

We consider it expedient to consider the criteria of efficiency, rationalization and optimization of the educational process as the main criteria of intensive learning technologies.

The main "three pillars on which the land of learning rests" are distinguished by teachers - activity, independence and creativity. Based on our experience with the use of intensive technologies, we consider it appropriate to consider these provisions as three system-forming principles of intensive technologies that stimulate communicative competence: technology of activity, technology of creativity, technology of independence.

In order for a student to be independent, actively show his creativity, it is necessary to take into account possible options for independent activity technologies. According to the level of independence, there are four types of technologies of independent cognitive activity:

- 1) goal setting and task planning takes place with the help of a teacher;
- 2) the teacher helps to set the goal, the students themselves plan the work;
- 3) students both set goals and plan work (as part of the teacher's assignment);

4) the work is carried out by the students on their own initiative: determines the goal, content, plan and performs it himself.

Independently means to be able not so much to solve the problem, but to be able to put it. Therefore, independence is impossible without creativity. "Being independent means being able and able to set yourself a task, build a plan for solving it yourself, and then implement it. Independence always contains elements of creativity or requires its manifestation."

The component of designing or goal setting involves designing goals and determining the final results, in which the student himself participates, based on his motivations and requests.

Comfortable conditions or a comfortable microclimate in the educational process means that the teacher creates success situations for students, is able to maintain contact with them, shows tolerance, expresses emotional support and understanding, removes and prevents negative stressful moments. These provisions are considered by us as basic in teaching intensive technologies.

The diagnostic component or monitoring of the quality of education is used as a method of evaluating the results of educational activities, taking into account its real educational opportunities and the initial level of knowledge. Knowledge rating, student rating, teacher rating are used as a promising assessment system in intensive technologies. Diagnostic data is used to adjust learning activities.

Intensive technologies, considered by us as means stimulating the development and formation of the communicative competence of future specialists, in the light of the concept of humanization of education are determined by the following components:

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- attitude to the student as a subject of life activity, capable of self-improvement of communicative competence as a valuable quality of personality;

- attitude to an educational institution as a valuable educational space, where psychological and pedagogical stimulation of communicative competence as a valuable, humanistic quality of a future specialist is carried out in the process of communication and communicative activity.

Sometimes the usual practical course of a foreign language, which presents a large amount of material in a short time and involves energetic actions of the teacher, is mistakenly called "intensive", although it is conducted on the basis of a traditional textbook.

Intensive communication is a learning communication. We are talking about a two-dimensional organization of communication, when the principle of indirect goal-setting, i.e. play in the broadest sense of the word, becomes the main form of implementation of the educational process. We can say that the intensive course is one big, well-organized game and above all role-playing.

What are the teaching materials of the intensive course?

This is, first of all, a polylogue text, in which all its participants are involved, who have received their roles-legends. Why "polylogue"? because all the actors can speak in it, as well as two or three, and a monologue can also be included in it.

What are the requirements for the situation? It should be a model of communication, and the speech units included in it should be presented in a variety of variants. In other words, in other, very different life conditions and circumstances (variants), the student resorts to the same speech units in his statements.

It is very important that the polylogue consists of communicative blocks, semantic blocks around selected situations.

A communicative block is a set of communicative units that has the coherence and value of a speech work, with the change of several communicative roles. The communicative block determines the motivation and purpose of the speech situation.

When selecting lexical and grammatical structures, their functionality is taken into account, i.e. those that provide the possibility of carrying out speech activity in a given sphere of communication and can most effectively serve a situationally organized text are selected.

When selecting vocabulary, in addition to the criterion of functionality and particularity, in intensive training, one more must be taken into account – paralinguistic. That is, if we have 2-3 synonymous units that are equally used in this situation, then we prefer the word that can be remembered using non-verbal means - facial expressions, gestures, intonation, movement, etc.

It is necessary to include in the dictionary the words that make up the modal synonymy, for example: so-so, not really, nothing, etc. We really need words and constructions familiar to a native speaker that help express this or that attitude, i.e. all these:

Well, there! That's it! Ah, that's it! So much for you! What else! and so on; evaluative-existential proposals: That's the job! Ay, a song! etc.; genitive sentences: Not a drop of pity; Not a shadow of sadness, etc.

Work on the text of the polylogue in its traditional sense is not carried out. Only events, actions, and the hero's reaction to what is happening can be discussed. It's another matter if the text is used in regular speech development classes. In this case, other tasks are possible, but, of course, communicative, and the text of the polylogue can be studied by dividing it into semantic parts.

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