

## **Factors Affecting the Use of Intensive Education in Primary Schools**

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**Annotation:** The article talks about the essence and significance of intensive education technologies. Also, theoretical methodological basis of application of intensive educational technologies in mother tongue education is revealed.

**Keywords:** modern education, educational technology, intensive education, intensive reading, intensive activity, native language education, intensification of Education, Activity, independence, creativity.

The concept of modern education is a comprehensive concept that includes new pedagogical technologies, an innovative approach to education, and interdisciplinary integration. Creating a modern education system that educates the young generation into knowledgeable, independent thinkers, capable of fully responding to the demands of the times, and ensuring the transparency of the educational environment is the most important issue in the field of social development of the state. The development of education is carried out by abandoning the outdated system, applying modern educational technologies to the educational process, and further improving the existing ones. The role of educational technologies in the fundamental reform of the education system and the organization of the educational process in accordance with international standards is incomparable. Each pedagogue can apply it to the educational process only if he fully understands the essence of educational technologies.

To date, a number of pedagogical technologies have been scientifically researched, and they currently serve as a tool for the development of the modern education system. Currently, along with problem-based learning technologies, game activity technology, communicative learning technology, collaborative learning technologies, intensive learning technologies are used.

Research works on the use of intensive educational technologies by scientists of the Commonwealth of Independent States occupy an important place. In particular, O. N. Zhuravleva, G. K. Selevko, I. A. Jugfeld, M. A. Bondarenko, T. Y. Karzanova, G. A. Kitaygorodskaya, K. O. Maskevich, I. U. Odinaev, regarding the theoretical foundations and methods of increasing the effectiveness of education through the introduction of modern educational technologies, the use of intensive educational technologies, L.P. Ovchinnikova, I.V. Shestitko, I.A. Turchenko, Y.S. Shilova, S.V. Marshina, A.N. Shukin and others were involved.

Foreign scientists have studied this problem on a large scale. In particular, Fallon Karin, Filippo Domaneschi, Valentina Bambini, C.Fuchs, F.S.Akbar, L.Ilomäki, P.Rantanen, W.Jeremy Bachelor, Kathleen Bardovi-Harliglar use of intensive educational technologies, theoretical and practical competence formation in students. methodological problems are described in detail.

Although teaching with the help of intensive educational technologies was founded in the 60s of the last century, its wide application dates back to the era of the development of information technologies. Intensive educational technologies were initially widely used as an effective technology for teaching foreign languages.

The concept of "intensive education" (translated from Latin as tension, strengthening, acceleration) is defined in pedagogical encyclopedias as a technology that ensures maximum movement of students and mastering of educational material in a short time.

In our opinion, intensive educational technologies are pre-designed technologies aimed at forming a large amount of knowledge, skills, and competencies in a short period of time.

In the process of intensification of education, the main task falls on the pedagogue. He should perform professional activities, continuously improve his skills, clearly determine the content and essence of the educational material, be able to limit the time, find ways to deliver a large amount of information at the specified time and ensure its assimilation by students, affect the emotional and emotional characteristics of students. by doing this, it should motivate them to study and learn and create an effective educational environment.

The teacher should choose such a way in which both he and the students are not tired physically and mentally, and both parties should be able to freely show their creative abilities. Optimizing education will greatly help in this.

Fallon Karin, an American pedagogue, conducted his research on the development of school education through intensive education in the 90s. He comments on schools as follows: "The perfect school is a structured organization because it allows for the optimization of the teaching and learning process, while the central work of the school is teaching and learning. The products of the school are graduates with knowledge, skills, qualifications, competence. When a school produces students with poor skills, knowledge and bad behavior, the public worries that the schools are not doing their job properly."

Fallon Karin tries to find answers to several questions when introducing intensive education in schools:

1. Is this the best way to organize schools, one that enhances teaching and learning?
2. Does intensive education create better workplace conditions for teachers and students?
3. how should a good school be built?
4. What are the best conditions for education and training?

In the introduction of intensive education in American schools, first of all, school timetables are revised considered. School teachers taught 1 subject for 30 days. Pupils stayed with only one teacher during the day and completed 4 hours of academic training. Teachers worked intensively with one small group for 30 days or 120 hours.

A number of achievements have been achieved through the introduction of intensive teaching in schools:

1. Intensive training:
  - a) the class has reduced the number of students;
  - b) extended study periods in the classroom;
  - c) teachers have reduced the number of subjects they teach every day.

2. Changes in the lesson schedule contributed to the development of changes in the following processes.
  - a) mutual relations;
  - b) teaching methods;
  - c) attraction to the topic;
  - d) teacher's professionalism;
3. Due to the created conditions, these processes provide the following opportunities.
  - a) academic achievements;
  - b) good relations;
  - c) active participation;
  - d) satisfaction.

In our opinion, several factors influence the implementation of intensive education:

- equipment;
- the age of the learner;
- ability;
- mental state of the student;
- professional skills of the pedagogue;
- environment;
- encouragement;
- educational content.

The following can be used to intensify education in primary grades:

1. Aphorisms.
2. Phrases.
3. Pictures.
4. Imitation games.
5. Mass exercises.
6. Individual education.

The principles of activeness, independence and creativity of intensive education are interconnected, and one does not appear separately from the other. Pupils' activity encourages them to move independently. As the child moves independently, he can put a problem in front of him and knows how to solve it. In doing so, he creatively approaches the solution of the problem. "Being independent means being able to set a goal, make a plan to solve it, and then execute it. Independence always includes elements of creativity or requires its manifestation" [6]. The main task of the student in mother tongue classes is to increase students' activity, to show their creativity by teaching them to think independently.

The development of information and communication technologies has increased the possibility of using intensive educational technologies in the educational process. Now the student has the opportunity not only to read, but also to see and hear the tasks on the monitor. Such variety teaches the child to think creatively. As he receives information in different forms, new thoughts and ideas appear in him. Multimedia applications and presentations created for textbooks increase the child's interest, independence and creativity.

In the course of our research, we studied and analyzed the activities of many pedagogues. As a result, we were convinced that the problem of using intensive educational technologies in the process of mother tongue education has not been fully studied and does not have a sufficient scientific basis. Although the problems of using design, problem-based learning, modular teaching, and didactic game technologies in mother tongue education have been studied, they have not been systematized as intensive educational technologies as a whole. This, in turn, will be the basis for a deeper study of the theoretical and practical foundations of the use of intensive educational technologies in primary-grade mother tongue education, and for the development of application methods. Because, like other subjects, there is a high possibility of using intensive educational technologies in teaching the mother tongue to elementary school students.

Intensive educational technology is a complex structure that has several components. Each part of the structure is manifested in a certain way in the educational process. There is an opportunity to ensure their harmony in the course of the lesson, to use them as a whole unit, and if a solution to the problem of developing, improving, and theoretically-practical analysis of its methodical system is found, one more way to the development of the educational system will be opened.

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