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*R. B. Mambetova, M. T. Djumashev (Nukus, Uzbekistan)
Karakalpak State University named after Berdakh*

Intensive methods of teaching English

The article deals with the issues of accelerated learning of the English language on the example of a test and a traditional method.

Keywords: models, skills, knowledge control, test method, educational process, rationality, efficiency, experiment

Today, when new concepts, models, forms of activity are rapidly bursting into life, one cannot but take into account new forms of controlling students' knowledge and skills.

Control over the assimilation of knowledge and the formation of the skills and abilities of students in a foreign language is an obligatory stage of training, as it allows not only to state the objective level of acquired knowledge, skills, abilities, but also to determine the degree of success in mastering the material in the course of its study.

In order to check the rationality of the system of test tasks developed by us for teaching English and to determine the level of students' knowledge, experimental

training of 1st year students of the department of Russian philology was carried out. We singled out one control and one experimental group.

During the training experiment, the following tasks were set:

1. Check the effectiveness of the legitimacy of using test items.
2. Strengthen and develop the ability and skills of students to independently solve test tasks.
3. To determine how the proposed form of education with the systematic use of test tasks contributes to the development of students' skills and improves the quality of knowledge.
4. To develop the ability and skills of students to independently solve test tasks of all types, as one of the determining factors that increase knowledge.

Modern requirements in teaching language disciplines pose new challenges for the teacher. The main task facing the teacher is to offer students mainly feasible questions, to cultivate skills, in accordance with age, to complicate work in strict gradualness. The strength and durability of skills largely depend on the volume and quality of knowledge, on its consistency. Since undemanding to knowledge accustoms students to unreasonable, non-specific conclusions and, as a result, leads to the fact that they acquire unstable knowledge.

To eliminate these shortcomings, in our experimental teaching, we gave students a systematic knowledge of the English language, achieved their thorough assimilation, as well as the ability to formulate key conclusions.

We carefully analyzed the process of assimilation of educational material by students. We studied this process in three directions: 1) how much students have mastered theoretical knowledge about the English verb and whether they are able to apply them in practice; 2) how do the techniques and methods of teaching used by the teacher when studying the verb affect students 3) what are the characteristics of students' speech (the ability to correctly coordinate the tenses of the verb, the vocabulary (phrasal verbs), the logical and syntactic side of speech,).

Only when mastering the above types of work, students with sufficient strength can master the norms of modern English. This is evidenced by our experimental data.

A particular difficulty for students in the study is the topic "Phrasal verbs", where you need to know the language. The second degree of difficulty is the knowledge of tense coordination in English, where you need to know how to use verb tenses correctly and their sequence in speech. The third degree of complexity is represented by modal verbs. The fourth degree of difficulty is represented by impersonal verbs. Students make mistakes due to ignorance of the tense forms of the verb, when translating and using in speech.

The final results of the final control tasks of the students of the experimental and control groups.

Observation object	Number	EG		CG	
		Number of correct answers	%	Number of correct answers	%
Choose the correct option. (verb forms)	2	22	88%	19	76%
Modal verbs	4	21	84%	17	68%
Sequence of tenses	2	20	80%	15	60%
Phrasal verbs	2	19	76%	14	58%
Translate the text	2	20	80%	15	60%
Correctly put the question to the sentence	4	19	76%	12	48%
Put the verb in the correct form	2	18	72%	14	56%

The students of the experimental and control groups were presented with educational material similar in difficulty and content, the study of which was given the same amount of time in accordance with the curriculum. However, in these groups there were different methods and means of training. In the control group, the experimenters used traditional methods of knowledge control, and in the experimental group, the work was carried out according to a special program developed by us.

To determine the effectiveness of the proposed methodological system at the end of experimental training, a final control cut was made in the experimental groups (the total number of subjects was 20 people) and control (20 people), which were approximately the same in terms of training conditions. The collection of factual material was carried out in the process of monitoring the progress of experimental training and control through intermediate tests and the final cut, carried out at the final stage of training. Qualitative and quantitative assessment of the data obtained was carried out by the method of comparative analysis using two objective indicators: the number of correct answers and the percentage of progress. The first indicator was used to process positive data (the number of correct answers), and the second – to determine the coefficient of students' knowledge level. For the scale, a practiced system for measuring the level of response efficiency was used. The first scale contributed to the determination of the number of successful students, and the second - to the assessment of negative facts when performing test tasks: the level of comprehensibility of the verb of the English language.

The data of the experiment prove that the systematic use of test tasks in the learning process helps to increase the level of students' knowledge, so if the success rate in the EG is 83%, then in the CG this indicator is much lower – 60%.

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*П. Д. Маханек, Т. Д. Сегова (Нижний Тагил, Россия)
Нижнетагильский государственный социально-педагогический институт
(филиал) Российского государственного профессионально-педагогического
университета*

Возможности би-бота «Умная пчела» в развитии звуковой культуры речи у детей среднего дошкольного возраста

Статья посвящена проблеме развития звуковой культуры речи у детей среднего дошкольного возраста. Рассмотрены возможности би-бота «Умная пчела» в развитии звуковой культуры речи детей среднего дошкольного возраста.

Ключевые слова: би-бот «Умная пчела», развитие звуковой культуры речи, звуковая культура речи

Согласно Федеральному государственному образовательному стандарту дошкольного образования, одним из целевых ориентиров на этапе завершения дошкольного образования является понимание ребенком устной речи и умение выражать свои мысли и желания посредством речи. Именно понимание речи и владение ею представляет собой важный путь социализации ребенка – приобщения его к человеческому обществу, полноценной жизни в нем.

Умение понимать связную речь окружающих, тексты книг позволяет ребенку приобщиться к огромной области культурного наследия народа, сохраненного в языке, познать посредством этого окружающий мир. Владение понятной для окружающих речью обеспечивает полноценное общение.

Овладение речевой деятельностью подразумевает формирование и развитие такого ее аспекта, как звуковая культура. Фонематическая составляющая речевого развития крайне важна, поскольку позволяет дошкольнику формировать высказывания фонетически правильно и, соответственно, понятно для окружающих.

Звуковая культура речи является составной частью общей речевой культуры. Она охватывает все стороны звукового оформления слов и звучащей речи