

## MODULAR LEARNING TECHNOLOGY ON A PROJECT BASIS

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### ABSTRACT:

**The article discusses the modular training technology creation on a project basis for the pre-emptive process teaching of agricultural institute as a personally oriented technology that ensures efficiency in achieving the certain goals state educational standard of higher education of the Republic of Uzbekistan.**

**KEYWORDS: modular training, training module, didactic goals, identification goals, teaching technology, technological map.**

### Introduction:

Education correspond specific tasks to each era and to each development stage of society. Modern teaching is unthinkable without the introduction of new pedagogical technologies, which, in turn, need tools for solving organizational, methodological and didactic problems.

We live in an accelerated information and globalization growth century. The new knowledge emergence speed significantly outstrips their assimilation and comprehension possibilities. And the rapid globalization process, destroying seemingly unshakable values and boundaries, demanded new skills in

understanding information from a person. The modern world realities require the higher school to develop students' abilities for self-education and self-control of their knowledge. The priority is becoming the mastery of operational intellectual general educational and general scientific skills and not the mastery of knowledge as such.

### MAIN PART:

For what tasks the modular training technology is especially suitable.

In modular learning, there are three options for composing training modules packages:

- a) training modules application developed and published in the literature, their adaptation to specific conditions;
- б) the educational and methodological material transformation accumulated by the teacher into training modules;
- в) training modules creation on a project basis.

At the present time, in drawing up a modular training program, a teacher spends a lot of time and a lot of work. We use the learning modules in our work on a project basis [3]. (Table 1)

Table 1. Modular learning technology model Module (number) (name) Teaching technology (lecture/seminar/practical training)

|  |  |
|--|--|
| <b>Time: ... hours</b>   | <b>Number of students:...</b>  |
| Forms and types of training sessions   | Lecture (introductory informational), seminars (to deepen knowledge, skills, abilities), practical exercises             |
| Name of training elements  | 1. ...<br>2. ...<br>3. ...<br>4. ...   |
| Integrating purpose of the module: formation/knowledge and skills deepening.   |  |
| Didactic goals of educational elements:<br>- ... familiarization;<br>- ... be able to classify<br>- ... learn to explain<br>- ... form, etc. | Learning results:<br>- ... tells<br>- ... classifies<br>- ... will tell<br>- ... form                                    |
| Teaching method  | Introductory lessons (10-15 min.), individual work of students, insert, brainstorming, etc.                              |
| Study form   | Individual, work in small groups, etc.   |
| Means of education   | Textbooks, teaching aids, handouts and presentation materials, visual aids, reference books, video materials, etc.       |
| Conditions for learning  | The cabinet is specially equipped with technical training aids and is designed to work in small groups and individually. |
| Monitoring and evaluation  | At the end of each training element: oral questioning, writing, testing, etc.  |

Table 2. Technological map of modular training sessions

| Steps and time                           | Activities   |  |
|--|--|--|
|  | Teaching   | Educable   |
| 1-step<br>Motivational<br>(up to 5 min.) | 1.1. Motivate students to study the module<br>1.2. Distribute packages to students.<br>1.3. Explains how to evaluate the module  | Listens, clarifies, asks questions.                      |
| 2-stage<br>(main)<br>(60-65 min.)        | 2.1. To connect the studied module with the previous one, it conducts an operational survey.<br>2.2. Manages the cognitive process of students by educational elements (appendix 1,2,3, ...)<br>2.3. Answers questions, directs to information materials | Works independently on the proposed training information |
| 3-degree (final)<br>5-10 min.            | Monitors and evaluates students  | Self-assessment, mutual assessment                       |

The training packs are attached to the technological map as an attachment.

We believe that the main modular training system advantages are the change in the communication forms between the teacher and students and the students' independence in achieving learning goals. In the lesson, the teacher motivates, organizes, coordinates, and controls, that is, using the modular approach potential, implements motivational and learning reflexive management.

The teacher communicates with students both through modules and directly - with each individually. In the module, the teacher formulates identifying didactic goals for students, gives written advice in the module package: how to act more rationally, where to find the necessary material. It is also important that the student can at any time receive oral advice from the teacher on incomprehensible questions and assignments. During individual work with the module, students learn goal setting, planning, control, organization and evaluation of their activities. Everyone can determine their knowledge level; see gaps in knowledge and skills. It seems to the student that he is working absolutely independently, but in fact, the teacher gently and purely purposefully controls the students' educational and cognitive activity through the modules. The relationship between teacher and students is becoming more parity.

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