

USING A MODULAR APPROACH IN THE CREDIT SYSTEM OF TRAINING

ATABAEVA BAXITLI JAXANSHAEVNA

Nukus State Pedagogical Institute named after Azhiniyaz, Nukus, Uzbekistan

E-mail: a.baxitli@mail.ru

ABSTRACT:

At the same time, it is extremely important to provide motivational support for the educational process, which is carried out directly in the process of facilitating the teacher's activities or indirectly through information and instrumental support. An important element of modular training is the control system, which increases its importance in the credit system. It is advisable to increase the emphasis on intermediate control, gradually translating it into self-control. This control system allows you to identify: the presence or absence of difficulties in independent learning of the material and the causes of difficulties; the need for teacher assistance; the preferred form of interaction with the teacher; subjective assessment of the course of training, etc. Feedback provides rapid response to "failures" in the educational process through the correction of forms and methods of work. Thus, the module method, which allows for the systematic expansion of self-governing functions of students, is one of the most effective methods of teaching in the credit system of education.

INTRODUCTION:

In connection with the transition to the credit system of education, one of the main tasks at the University today is the selection of new forms and methods of training that allow not just to give the necessary knowledge, but to include the student in the system of continuing professional education

and self-education. A special place among teaching methods is occupied by the use of a modular approach in teaching. However, while a large number of review materials are devoted to the use of credit units in universities in Europe and other countries, much less attention is paid to the disclosure of the modular approach.

For the first time, the technology of modular training was applied in higher education institutions in the USA and Germany. England and Sweden in the 60s of the XX century. The main provisions of modular training are described in the works of T. V. Vasilyeva, A. A. Verbitsky, V. and M. Goldschmidt, J. Russell, M. A. Choshanov, P. A. Yutsevichene, and others.

The semantic meaning of the combination "modular training" is associated with the international word "module" (Latin *modulus*), the main meaning of which is a functional node [1].

The essence of modular training is that the student can work more independently or completely independently with the individual curriculum offered to him, which contains a target program of actions, a Bank of information and a methodological guide to achieve the set didactic goals. It is important that the module method is one of the most effective methods of self-learning, allowing it to be implemented with the regulation of not only the pace of work, but also the content of the training material.

The main differences between modular training and other types of training are the following:

- The content of training is presented in complete, independent, complex modules that are both a Bank of information and a methodological guide for its assimilation;

- Interaction between the teacher and the student in the educational process is carried out on a fundamentally different basis – with the help of modules, students are provided with a conscious independent achievement of a certain level of preliminary preparation for each pedagogical meeting;

- The very essence of modular training requires the inevitable observance of priority subject-subject relationships between the teacher and students in the educational process [2, p. 4].

The following facts are of great interest:

- The breakdown of the mastered material into completed parts (modules and its elements), well correlates with the credits of the European training system;

- Filtering out information that is "superfluous" for this particular type of work, leads to time savings and makes it possible to include in the course material that allows students to effectively form their cognitive independence;

- Maximum individualization of progress in training contributes to the consideration of individual, age-related characteristics and level of training of students, the organization of the process of independent cognitive activity based on their subjective experience.

Many authors highlight the following principles of organizing modular training: parity, dynamism, system quantization, problem-solving, efficiency and efficiency of knowledge, cognitive visualization, reliance on errors, saving educational time, etc. All of them are significant in one way or another.

The principle of motivation is aimed at stimulating and creating conditions for self-stimulation of cognitive activity. One of the ways of its implementation is the

organization of interaction between the teacher and the student, which is regulated by the principle of parity.

The principle of system quantization follows from the requirements of the theories of compression of educational information, which include elements of meaningful generalization, the theory of didactic unit's enlargement, and cyclo-block technology.

The principle of efficiency and efficiency of knowledge allows you to implement a competency-based approach to training.

The above-mentioned principles of modular training allow us to identify the structural components of the module in the credit system of training, which allow students to form independence both in the classroom and in the framework of independent work:

- Learning goals that include motivational, content, and activity components;

- Information support implemented during the educational process in the form of lectures, laboratory and practical classes, independent classroom and extracurricular work of students;

- Tools that include the target program of actions of the student; recommendations of the teacher on the implementation of the target program of actions; consultations of the teacher;

- Motivational support that offers the maintenance of cognitive motivation at a high level;

- A system for monitoring the implementation of goals, including a self-monitoring system.

The motivational component of the goal will reflect the orientation of the educational process not only to the formation of a stable system of motives of students necessary for successful cognitive activity, but also to the development of their ability to self-regulate their motivational sphere.

The cognitive component allows us to reflect the need not only for the development of special (subject) knowledge, but also knowledge related to the psychological and pedagogical foundations of cognitive independence; the development of intellectual abilities at the planning stage of the module.

The competence approach, which is an integral part of the credit system of training, determines the introduction of the activity component of the module's goal, which is formulated in the form of clearly identifiable actions: to define, compose, characterize, explain, etc.

The goals, refracted through the prism of a modular approach, allow you to create information, methodological and consulting support that allows the student to work independently with the educational material, using it completely or choosing fragments from it in accordance with their educational needs.

At the same time, it is extremely important to provide motivational support for the educational process, which is carried out directly in the process of facilitating the teacher's activities or indirectly through information and instrumental support.

An important element of modular training is the control system, which increases its importance in the credit system. It is advisable to increase the emphasis on intermediate control, gradually translating it into self-control. This control system allows you to identify: the presence or absence of difficulties in independent learning of the material and the causes of difficulties; the need for teacher assistance; the preferred form of interaction with the teacher; subjective assessment of the course of training, etc. Feedback provides rapid response to "failures" in the educational

process through the correction of forms and methods of work.

Thus, the module method, which allows for the systematic expansion of self-governing functions of students, is one of the most effective methods of teaching in the credit system of education.

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