



Conditions for Increasing the Effectiveness of Education in a Modular Educational System

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Abstract: *Module Program, as a training manual that teaches independent reading at the time of reading the block of educational material included in the module of study for the student the effectiveness of training increases if it is given for permanent use.*

Keywords: *module, training module, technological method, modular technology, principle, quantization, creative ability, learning process.*

Date of Submission: 27-12-2021

Date of Acceptance: 22-1-2022

Modular training appeared in the 60-ies of the XX century and quickly spread in English-speaking countries. In the modular teaching theory, the concept of a module means an independent part of something that performs (bear the burden) the exact functional function of a system [7].

Modular technology is the most modern technology, based on the systematic processing and analysis of information consisting of module blocks; independent activity of the reader, B.K.M. Diagnostics is a holistic process that is organized using different forms.

The module is a unit that has a meaningful and logical end, developed in didactically, focused on the result, consisting of input and output controls.

Module application is the sum of the blocks of a module within a science, the didactic goal that must be achieved is the sum of the methods and tools used.

A training module is a section of a training course that is relatively independent, has a logical end. It consists of theoretical and practical parts of educational methodical supply, parts such as assignment and current and final control. Modular technology remains one of the most effective approaches to the formation of knowledge, skills in students on the basis of independent activities, in which they are aimed at ensuring an effective result in planning, self-management and control, mastering. The module is such a purpose-oriented link that it reflects the content being studied and the technology of its mastering.

For the first time officially about the modular system of teaching, 1972 year was mentioned at the UNESCO conference in Tokyo, Butunjahan[1].

Modular teaching technology comes from functional systems, neurophysiology of thinking, pedagogy and psychology's general theory.

Modular teaching, each of the following modern issues of pedagogical education provides comprehensive solution capabilities:

- ✓ module-Activity-Based Training Content Optimization and systematization ensuring application variability, flexibility;
- ✓ individualization of training;
- ✓ to teach practical activities and to evaluate the actions to be followed

control the effectiveness of training at the level.

In the current theory and practice of modular teaching there are two types

the approach can be distinguished: the approach of activity in science and systematic activity approach[3].

Module Program, as a training manual that teaches independent reading at the time of reading the block of educational material included in the module of study for the student the effectiveness of training increases if it is given for permanent use.

The module manual structure reflects the following constructive requirements and rules:

- a holistic goal, which is included in the quality classifications (personal and cognition) as a result of modular reading.
- the subject given in the educational standard is the clarification of the goal “in the educational elements”.
- module study, application and recommendations on technological methods.
- the degree of mastering in the final control assignments to clarify the goals on the benchmark and criteria.
- benchmark for the organization of self-and mutual control.

Before embarking on the design of the module program, the teacher must clearly understand its new function. His novelty is that the phrase, teacher:

- manages the knowledge activities of the students, that is, the teacher becomes the organizer of the personal - knowledge activities of the students, and not the one who gives the ready knowledge;
- in the lesson, students are interested in cognitive activity (motivation), which trains their positive attitude to the subject of learning;
- the lesson teaches students to work with information materials and organizes independent work;
- using the collective method of education, it attracts all students to creative work, organizes mutual assistance between them;
- creates a situation of success, that is, develops assignments and their methodology, in which each student reaches the strength, creates an atmosphere of creative cooperation;
- organizes the analysis and evaluation of the student's activities.

In conclusion, we can say that the essence of modular education is that in the process of working with modules, the student achieves the goal set before the educational and cognitive activities independently (sometimes using the help of the teacher).

Modular technology of teaching is developed and implemented in accordance with the accepted principles of teaching.

The following principles form the basis of modular teaching technology:

1. Principle of activity: this principle, modules operate by a specialist means the formation in accordance with the content.

According to this principle, modules are a science activity approach or systematic it can be configured on the basis of an activity approach. In modular teaching technology in the field of activity approach, module curriculum and Program Analysis as a result, it is necessary to establish. In a systematic activity approach, a block of modules, based on the analysis of professional activity of a specialist, it is formed.

2. Equality, the principle of equality. This principle, the educator and the reader interaction determines the character of the subject - subject.

This makes modular teaching technology, person-oriented indicates suitability to the category of technology. That is, modular training technology, adapted to the individual psychological characteristics of the individual will be.

3. The principle of systematic quantification. The principle is the theory of information compression, the concept of pedagogical knowledge, the theories of didactic unit's tearing based on requirements.

All in addition, this principle is the following psycho-pedagogical it is necessary to take into account the laws:

- ✓ a large amount of training material, with difficulty and reluctance to take offense (unwanted) is remembered;
- ✓ educational material given in abbreviated form in the system, easier known pronoun will be mastered;
- ✓ in the training material, indicate the separation of the base parts, remember application stay has a positive impact on activity.

Along with this, the basis of the study material is knowledge and fundamentalism it is necessary to organize.

The principle of systematic quantification, the appropriate structure of educational information in the module it is achieved by drawing up.

The module can consist of the following elements in general view:

- briefly – this is a problem, a theorem, a historical issue, a historical reference to the history of concepts give a comment;
- is the formation of the problem – is the pronoun;
- systematic representation of the content of this module – systematic representation of the;
- internationalization-it is necessary to master the new educational material
- distinguish between the base phrases and the methods of action;
- gender – this is the main educational material, in which - didactic goals matter, expression of the problem, justification of the hypothesis (hypothesis), ways of solving the problem reveals;
- experimental – this is the use of experimental material (training experience, work and describe others) ;
- generalization-this is an image of the problem solution and the content of the module generalization;
- using new methods of action and the material studied development of a system of issues of

shading in practice;

- observational – to reveal a kind of error that the reader is exposed to in mastering the mod content in the study, to identify their cause and to show the ways of Correction;
- connect – mentioned modules with other modules including concave socket
- demonstrate their connection with the sciences;
- deepening – a highly complex study for gifted students installing material;
- Test-test – module content mastering by students control and evaluation of the level using tests.

The module is such a holistic piece of educational content that it is a high-level holistic system in which the content of education and its technology are combined.

The differences of modular education from other educational systems are as follows:

1. The content of education should consist of separately completed independent parts (blocks), and their mastering should originate from educational purposes. Didactic goal is set for the reader and it is only the size of the training material

not only the views on mastering, but also the degree of mastering his own includes. How each student should learn the module, the necessary training written recommendation from the teacher on how to find his materials it takes.

2. Communication between the teacher and the pupil in an individual way or switches based on modules. Only on the basis of modular education helps to pass.
3. Each student will devote most of his / her time in his / her activities to work independently , study on purpose basis, Work Planning, Organization, control and examination. Thus each reader their own knowledge

will have a clear idea about the level, knowledge and skills understands the shortcomings.

4. The teacher manages the teaching and learning activities of the students either through modules or directly. Direct management he manages on the basis of a clear goal and is in a good relationship with the reader.
5. The presence of published modules allows the teacher to be able to give individual advice to each of the students and how to help the student gives the opportunity to determine.

Modular training provides an opportunity to comprehensively solve the following modern issues of Education.

- ✓ module-Activity-Based Training Content Optimization and systematization provides software variability, flexibility;
- ✓ individualization of training;
- ✓ control the effectiveness of training at the level of teaching practical activities and evaluation of the observed characters;
- ✓ activation on the basis of professional interest full realization of independence and educational opportunities. The effectiveness of modular training depends on the following factors:

- ✓ material and technical base of the educational institution;
- ✓ the level of composition of qualified professors and teachers;
- ✓ level of audience preparation;
- ✓ at the price of expected results;
- ✓ to the development of didactic materials;
- ✓ modules result and analysis.

In modular training, the possibility of step-by-step training is created by a fully reduced and deepened stratification of the curricula.

That is, it will be possible to individualize training. The following objectives are pursued in the transition to modular teaching:

- ✓ ensuring continuity of teaching;
- ✓ individualization of training;
- ✓ to create sufficient conditions for the independent mastering of the educational material;
- ✓ accelerate training;
- ✓ achieve effective mastering of science.

Modular teaching requires the reading of problematic and relevant lectures that provide generalized information on the main issues of science.

Lectures should focus on developing the creative abilities of the audience.

The module should be structured together with the lectures of practical and laboratory classes, they should be filled with new material from which the contents of the lectures will be studied.

In order to achieve an increase in the effectiveness of module teaching, the following methods of teaching can be used:

- ✓ problematic communication;
- ✓ euristic conversations;
- ✓ educational games;
- ✓ designing and directing texts, etc.

From the content of the module system of teaching, its following advantages were identified:

- ensuring continuity of teaching between disciplines and modules within the disciplines;
- establishing methodically based compliance of all types of training process within each module and between them;
- adaptability of the modular structure content of the fan;
- regular and effective control of mastering your audience(after each which module) be done;
- stratification according to the immediate ability of the audience (after the initial modules, the teacher can recommend individualization of the science to some listeners);
- to accelerate the training as a result of "compression" of information effective use of audience hours and the composition of the training time practical (experimental) sessions allocate hours for individual and independent work –optimization.

As a result of this, the listener will acquire skills to sufficient knowledge. It should be developed on the basis of modular methodology in accordance with the principles of activity, systematic quantification, interest, modularity, problem, cognitive visualization, reliance on errors[8].

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