

THE IMPORTANCE OF MODULAR TEACHING IN THE EDUCATIONAL PROCESS

Gaffarjon Ruzmatovich Rahmonov,

Associate Professor, Doctor of Philosophy (PhD) in Philology, Kokand University

Abstract: This article studies the development and implementation of modular teaching technology in accordance with the accepted principles of teaching, and highlights how they can be used in the modern education system. Also, conclusions and suggestions are made about the significant effect of this methodology in theoretical and practical training.

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

Modular teaching is the organization of teaching based on educational programs structured in modules. The module covers the course content at three levels: full, abbreviated and in-depth. Modular teaching is considered one of the promising systems of teaching, since the human brain is best adapted to the learning system. Modular teaching is based mainly on the modular organization of the human brain tissue¹.

Modular teaching is a form of organizing the educational process, in which logically completed units of educational material are taught in modules, stages and steps. Program materials can be presented simultaneously in all possible codes: pictures, tests, symbols and words.

A training module is an autonomous (independent) part of the educational material, consisting of the following components:

- a clearly expressed educational goal (targeted program);
- an information bank: the same educational material in the form of a training program;
- a methodological guide to achieving goals;
- practical exercises for the formation of necessary skills;
- control work strictly corresponding to the purpose of the module.

The system of elementary units of pedagogical technologies consists of modules.

A module is a concept that forms pedagogical technology and represents its structural parts. Such fragments consist of such types as a small module, a primary module, a set of modules, a level of modules and a complex structure of modules.

Modules can be small, medium and large in size. Their proportionality to each other may not be strict, their interaction in the overall process may be different.

The smallest fragment is a specific part of pedagogical technology, and such small modules form a primary module. A set of modules is used to scientifically organize the teaching process and ensure its quality and effectiveness. Due to the changing and modernizing nature of the modules, they are used dynamically². Modular teaching means systematic teaching. In this case, educational material can be taught in the volume of one lesson, at the level of a topic or a section of a subject, and sometimes in the volume of a large component of a subject, that is, in the form of blocks, using modules. In higher and secondary specialized, vocational educational institutions, teaching in the form of modules (blocks) that form the structural units of several

¹ Комарова Т.С. Методика обучения изобразительной деятельности и конструированию. М.: Просвещение, 1991.

² O.Jamollidinova. «Katta bog'cha bolalarini xalq hunarmandchiligiga o'rgatish bo'yicha ish dasturi» T.: 1996.

related subjects and the technology of teaching certain subjects is widely used. Blocks that correspond to the structural units of state educational standards are also used. There are also modules that serve the structural units of curricula and programs and the technology that ensures their implementation³. Modules are also being created for educational methods, techniques and tools. Modules, first of all, effectively serve to explain concepts, rules, theories, laws related to the content of education and the laws that represent the general connection between them. Modules are also used to monitor the learning and cognitive activities of learners and their mastery.

In recent years, scientific and pedagogical research has been conducted on modularization and technologization of the educational process. However, the work on modularization and algorithmization of the educational process in this regard has not been completed. By thoroughly studying the nuances and improvements of this situation and relying on the solid conclusions of pilot studies and pedagogical experiments, it is possible to strengthen the modular approach to the educational process. When the culture of modularization and algorithmization is fully introduced into educational processes, the possibility of achieving significant achievements in the creation of pedagogical technologies and their practical application increases.

Modular technologies are the most modern technology, a holistic process based on the systematic processing and analysis of information consisting of module blocks, independent activity of the student, using various forms of diagnostics of knowledge, skills and qualifications. A module is a unit with a substantive and logical conclusion, didactically developed, focused on the result, consisting of input and output controls. A modular program is a set of module blocks within one discipline, a set of didactic goals to be achieved, methods and tools used.

An educational module is a relatively independent, logically concluded part of a course of study. It consists of theoretical and practical parts of the educational methodological support, assignments, and current and final control. Modular technologies remain one of the most effective approaches to the formation of knowledge and skills in students based on independent activity, their planning, self-management and control, and effective results in mastering.

A module is a goal-oriented link that reflects the content being studied and the technology for mastering it. Today, in order to reveal all the possibilities of the student's personality, education must be of a person-oriented nature. For this, it is necessary to take into account the student's abilities, needs and specific aspects in the process of organizing education. When these elements are taken into account, an educational system based on the concept of "subject-subject", which is self-differentiated, developing, and strengthening motivation for learning, arises.

One of the pedagogical technologies that has become deeply rooted in the traditional education system is the subject-object relationship. This approach was introduced by the German pedagogue I.F. Gerbard (1776-1841).

In this approach, the teacher plays the role of a subject and decides how to teach, what students to develop, in what direction the student body should be developed based solely on his own approach. Students, on the other hand, passively play the role of an object. The main activity of students is to remember, understand, and learn to apply. The idea against this technology was developed by the American pedagogue D. Dewey (1859-1952). In his opinion, in finding answers to questions about what and how to study, the student should be given freedom and his wishes should be taken into account. So that the student can actively manage his own activities, his own destiny, and his own life independently. This concept was recognized as a "subject-subject" relationship and has its place in the education system of many developed countries.

It is worth noting that the positive aspects of the rich didactic experience accumulated in the history of education were reflected in modular education. The concept of "modular education"

³ Hasanboyeva O.U. va boshq. Oilada barkamol avlod tarbiyasi. T.: «Fan va texnologiya», 2010 6. M.Sh.Nurmatova, Sh.T.Hasanova "Rasm, buyum yasash va tasviriy faoliyatga o'rgatish metodikasi" Toshkent-2012

was introduced by J. Russell in 1971. Russell interprets the module as a training package and includes in it actions related to the study of the conceptual unity of the educational material⁴.

B.M. Goldshmidt interprets the module as an independent unit that helps the student achieve a certain desired result (1972). G. Owens interprets the module as a closed complex and includes a teacher, student, information material to be studied, and tools in this complex. (1975). One of the modern researchers, P.A. Yussyavichene, analyzes the module as a unit aimed at ensuring the desired results based on a certain level of independent information and purposeful methodological management.

As a result of studying the opinions of the above scientists, the following types of modules can be distinguished:

- independent conceptual small unit;
- a module as an independent unit includes one course of study and includes several blocks;
- a module can be an interdisciplinary unit that includes several subjects related to a certain specialty;
- a vocational training module aimed at mastering a specific specialty. In addition, a number of features related to the concept of “module” can be distinguished:
 - purpose;
 - integration of various types of educational activities;
 - methodological support;
 - independent development;
 - independence of the student in the educational process;
 - skills for analyzing and structuring educational information;
 - control and self-control;
 - the student’s personal trajectory in learning.

The goal of modular programs is to train a qualified specialist. The goal of the modular program begins with determining what kind of student system is being introduced to this specialist.

Today, the general system of students entering a specialist in Russia is being studied and divided into three main groups. The criteria for determining the competence of a specialist can be divided into the following categories.

Instrumental competencies:

- possibility of analysis and synthesis;
- ability to plan and organize;
- possession of basic knowledge in the specialty;
- ability to communicate freely in the native language;
- skills in using information technologies;
- ability to work with information material;
- ability to make decisions⁵.

Communicative competence:

- ability to criticize and self-criticize;
- ability to work in a group;
- ability to enter into dialogue;
- recognition of moral values;
- respect for the cultures of different peoples;
- ability to enter into relationships with experts working in other areas.

Systematic competence:

⁴ Oliy ta'lim. Normativ - huquqiy va uslubiy xujjatlar to'plami. “Istiqlol” -T., 2004.

⁵ Oliy ta'limning normativ - huquqiy xujjatlari to'plami. -T., 2013.

- ability to systematically apply knowledge in practice;
- conduct research; - adapt to new conditions;
- creativity;
- development of leadership skills;
- ability to work individually;
- development and management of projects;
- entrepreneurship and promotion of new ideas;
- developed motivation to achieve success.

Recently, the principle of an integrated approach has been gaining momentum in the modular education system. It accommodates various forms and methods in an adapted manner. Today, blended learning is emerging as an innovation. Declan Burn says about "blended learning" - this education is aimed at the effective use of rich pedagogical experience⁶.

This approach can be based on the use of various methodologies in presenting information, information technologies in organizing education and the educational process, and the organization of traditional activities in individuals and groups. Such a diverse approach does not tire the student and increases his motivation to study.

The main issue is to ensure the mutual proportionality of the selected methodologies and achieve high efficiency at low cost. Blended learning requires the organization of more trainings.

When organizing trainings, it is necessary to pay attention to the following stages: 1. preparatory stage. 2. stage of defining goals. 3. stage of conducting training. Today, blended learning education is also understood as a combination of elements of traditional full-time education and distance learning.

So, in this system, the teacher remains in the center of education and uses the Internet capabilities widely and effectively. It is worth noting that the importance of information technology in the education system is unparalleled, and new forms of it are increasingly being proposed.

References:

1. Комарова Т.С. Методика обучения изобразительной деятельности и конструированию. М.: Просвещение, 1991.
2. О.Жамоллидинова. «Katta bog'cha bolalarini xalq hunarmandchiligiga o'rgatish bo'yicha ish dasturi» T.: 1996.
3. Hasanboyeva O.U. va boshq. Oilada barkamol avlod tarbiyasi. T.: «Fan va texnologiya», 2010 6. M.Sh.Nurmatova, Sh.T.Hasanova "Rasm, buyum yasash va tasviriy faoliyatga o'rgatish metodikasi" Toshkent-2012
4. Oliy ta'lim. Normativ - huquqiy va uslubiy xujjatlar to'plami. "Istiqlol" -T., 2004.
5. Oliy ta'limning normativ - huquqiy xujjatlari to'plami. -T., 2013.
6. Xoliqov A. Pedagogik mahorat (darslik). -T., 2011.

⁶Xoliqov A. Pedagogik mahorat (darslik). -T., 2011.