

**IMPROVEMENT OF METHODOLOGICAL APPROACHES TO THE  
DEVELOPMENT OF THE COMPETENCE OF FUTURE TEACHERS IN DESIGNING  
CLASSES IN THE CONDITIONS OF THE CREDIT-MODULE SYSTEM**

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**Annotation:** This article examines the methodological approaches to developing pre-service teachers' competence in lesson planning within the framework of the credit-module system. The study analyzes the significance of pedagogical design, professional competence, creativity, and innovative approaches in the educational process based on scientific sources. The role of the credit-module system in enhancing students' autonomy, improving planning activities, and increasing the quality of education is substantiated.

**Keywords:** credit-module system, pedagogical design, competence, creativity, innovative technologies, quality of education, professional competence.

**Аннотация:** В статье рассматриваются методические подходы к развитию компетентности будущих учителей в проектировании учебных занятий в условиях кредитно-модульной системы. Анализируется значение педагогического проектирования, профессиональной компетентности, креативности и инновационных подходов в образовательном процессе на основе научных источников. Обосновывается роль кредитно-модульной системы в повышении автономии студентов, совершенствовании планировочной деятельности и повышении качества образования.

**Ключевые слова:** кредитно-модульная система, педагогическое проектирование, компетентность, креативность, инновационные технологии, качество образования, профессиональная компетентность.

**Introduction.** In the process of fundamental reforms being carried out in the higher education system, the principles of organizing education based on the credit-modular system are becoming increasingly important. The credit-modular system is a multifaceted and complex pedagogical process, aimed at assessing the educational process based on credits, strengthening the independent activity of students based on modular learning technologies[1]. The curriculum of the credit-modular system is developed on the basis of compulsory and elective subjects, and the student is given the opportunity to independently form their educational program. The main goal of the system is to provide students with independence, create opportunities for free choice of the learning process, and improve the assessment of learning outcomes through a rating system.

The credit-modular system is a system with a flexible and modular approach aimed at improving the system of organizing educational processes in higher educational institutions. This system allows taking into account the individual characteristics of students when organizing the educational process. The system allows students to independently choose and plan their fields of study.

This training system reflects the weekly workload of lectures, theoretical, practical, seminar, laboratory classes, educational practice, clinical training practices, course project (work), as well as independent work of students and criteria for assessing student activity. Credits can be accumulated after the completion of all mandatory types of activities by students and their assessment[2].

The ability of future teachers to independently plan their educational activities in this system, design lessons, and effectively organize the educational process is one of the necessary skills.

Therefore, the issue of developing competency in lesson design is one of the most pressing problems in modern pedagogical science.

**Literature review.** Pedagogical design is the activity of purposeful planning of the educational process, combining the knowledge, professional skills, and creative abilities of the future teacher. This process includes the systematic organization of the educational goal, content, methods, and stages of assessment.

In this regard, research has been conducted in Uzbekistan and abroad by such scientists as A.A.Verbitsky, J.Raven, M.K.Usmanov and N.R.Yuldasheva, G.I.Sayfullayeva, M.A.Aynakulov, U.Kh.Dusnazarov, B.N.Alikulov. In the research of these scientists, pedagogical design is defined as the teacher's systematic activity based on professional reflection and innovative thinking, competence as the ability to effectively solve practical problems based on the integration of knowledge, skills, and values, and the competence of lesson planning as a professional quality that determines the effectiveness of planning activities aimed at learning outcomes.

At the same time, in the credit-modular system, an increase in the effectiveness of assimilation is achieved by improving software educational tools that increase the effectiveness of training aimed at developing the professional competence of future teachers[6], students studying on the basis of the credit-modular system are assessed not only by the results of the test, but also by the achievement of certain competencies. This contributes to a more objective assessment of knowledge[7].

The integration of innovative pedagogical factors into the credit-modular system significantly improves the methodology for the formation of managerial competencies in future teachers. Through the application of active learning methods, the use of technology, the development of a collaborative learning environment, the promotion of reflective practices, and the provision of mentorship, teacher training programs can effectively prepare teachers for leading roles in educational institutions in the future[8].

Developmental factors influencing the didactic adaptation of young teachers to the credit-modular system were studied. The credit-modular system, with its flexible and modular approach, has received recognition as an innovative method of structuring teachers' educational programs. Understanding the factors contributing to the successful adaptation of young teachers to this system is important for optimizing their learning experience and preparing them for the effective promotion of national values. The research highlights the main developmental factors influencing the didactic adaptation of young teachers to the credit-modular system, including pedagogical training, support mechanisms, reflexive practice, and a collaborative learning environment. Having studied these factors, he gave insights into improving teacher training programs and increasing the readiness of young teachers to apply the credit-modular system[9]. Despite the fact that scientists are conducting scientific research on the development of competence, at the same time, research on improving methodological approaches to the development of competence of future teachers in the design of classes in the context of the credit-modular system has not been sufficiently studied.

**Research methodology.** Competence encompasses the ability to apply a person's theoretical knowledge in practice, the ability to effectively organize professional activity.

Consequently, the competence of lesson design means the teacher's ability to plan the educational process on a scientific basis, to direct the curriculum towards a goal, to choose interactive methods, and to correctly determine the criteria for assessment.

For a future teacher, the ability to independently plan classroom workload, design the lesson process, and evaluate learning outcomes in the credit-modular system is of particular importance. This system allows the teacher to:

- be highly responsible,
- make independent pedagogical decisions,
- application of innovative technologies,
- encourages the effective organization of the educational process.

Today, there is a growing need to develop new mechanisms for forming the professional competence of a teacher, improving methodological approaches, and assessing the level of student mastery. From this point of view, the scientific and practical significance of this research is high.

A teacher's creative abilities are an integral part of their professional competence, strengthening a creative approach to the educational process. Creativity is interpreted as the ability to freely use intellectual potential in a goal-oriented way [10].

Such various scientific interpretations show that design competence is the teacher's activity aimed at a well-thought-out management of the pedagogical process, the correct choice of methods, the analysis of results, and increasing the effectiveness of the lesson. The credit-modular system presents the future teacher with the task of carefully planning each lesson, enriching it with ideas oriented towards a specific goal.

**Result and analysis.** In the educational process, innovative technologies, the design method, interactive methods, and problem-based learning technologies serve the development of student creativity. The project method allows students to:

- integration of various interdisciplinary knowledge,
- independent decision-making,
- resolution of problem situations,
- teamwork,
- develops skills such as analyzing results[11].

Improvement of methodological approaches to the development of competence of future teachers in the design of classes in the conditions of the credit-modular system organizes classes in an effective, creative way. Only students who can think independently, find the necessary solutions in various problem situations, have developed the ability to manage the lesson and the classroom, use modern information technologies in their place, effectively use every minute, that is, have developed such abilities as the correct distribution of time norms, will become personnel who can meet the requirements of the modern era. Future teachers who embody such abilities will become specialists who can extract the necessary information from the flow of information in the age of artificial intelligence, in which modern technology is developing.

**Conclusions and suggestions.** It consists in the organization of pedagogical training of future teachers in the conditions of the credit-modular system in close connection with didactic flexibility, development factors of support mechanisms, educational practice, and a collaborative learning environment. The credit-modular system gives future teachers the right to independently choose teaching methods. This, in turn, allows organizing the lesson process based on design technologies and transforming the student from a listener into a free creator of the lesson process. In the context of the credit-modular system, the development of the competence of future teachers in designing lessons is an important factor in increasing the effectiveness of the educational process. For independent student work, the educational literature, websites, glossaries, reference books, cases, sets of assignments, video materials, practical programs, platforms, forums, and chats provided by the teacher must be updated with modern information technologies. A teacher who has deeply mastered the theoretical foundations of pedagogical

design, creatively thinks, and is able to apply innovative technologies can significantly improve the quality of education. Therefore, the improvement of methodological approaches to the development of professional competence of future teachers is a pedagogical task at the level of modern requirements.

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