



ON THE ISSUES ON MODULAR EDUCATION IN HIGHER EDUCATION

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ABSTRACT

The article under discussion depicts the issues on the modular education in a higher education in Uzbekistan. The authors of the article consider that the introduction of modular education requires organizational restructuring of the educational process, including the planning of teachers, the formation of the contingent of students, the preparation of a theoretical and practical base, the development of appropriate methodological support, current and final control of knowledge.

KEY WORDS: *modular education, higher education, practical, final control, formation, process, teacher, student, restructuring, introduction, knowledge.*

DISCUSSION

Modular education as an alternative to traditional education began in the 1960s in English-speaking countries: the UK, USA, Canada. This approach attracted the attention of scientists from all over the world, having worthily taken a place in the "pedagogical niche" assigned to it.

It is believed that modular education integrates everything progressive that has been accumulated in pedagogical theory and practice: the idea of student activity in the process of clear-cut actions in a certain logic is borrowed from programmed instruction; from the theory of the phased formation of mental actions, an oriented basis of activity is used; from psychology, a reflexive approach is used; from the traditional class-lesson teaching technology inherited the principles of visibility, consistency, regularity, control, use of educational material base; from the Dalton plan - the principle of individual learning.

The main difference between modular education from other systems:

1. The content of training is presented in the form of information blocks indicating the differentiated volume of content, structure, level of complexity, control system (intermediate, current, at the end of the module - final control) and self-control.
2. The assimilation of information is carried out in accordance with the specific purpose of this unit.
3. The didactic goal is formulated for a particular student, contains an indication of the volume of the material studied, and the level of mastery of the material is determined.
4. A list of additional sources of information for a deeper study of the material is proposed.
5. A greater amount of work is carried out by the student independently. If necessary, the task is performed again through the training element "Summary".
6. Each task of the module corresponds to a certain number of points indicated in the module. Points are entered in the student control sheet independently.

A number of modular/ educational elements and its content are determined by entrance testing and depend on the preliminary training and specialty



areas of each individual student. Methodological instructions of modular elements are illustrated summaries with a detailed description of technological actions, thanks to which the student masters a new "portion" of knowledge. Methodological instructions of the educational element should completely replace the student's textbook and workbook. Independently, at an individual pace of work on the material, the student submits to the teacher a teaching element, a modular unit and a module as a whole, ending with current, intermediate and final tests, containing both a closed control part (in the form of "set off - not set off"), and creative normalized a task involving the drilling of a practical skill. After completing all the theoretical and practical tasks of the current educational element, the student proceeds to the following educational elements. A fully completed (98-100%) thematic module block is completed by the assignment of the next level.

A modular program in higher educational institutions in Uzbekistan can contain a large number of training elements, the number of which is unlimited and increases with the current improvement of the program. The interaction of the student with the teacher is carried out according to the rules defined by the modular program, which greatly reduces the physical costs of both subjects of the educational process [2].

It should be noted the psychological support of modular training, namely, the personal formation of students, the formation of the "I-concept", the realization of the potential of opportunities. The realization of opportunities occurs only in educational activities focused on the implementation of practical tasks, increasing the level of knowledge. Awareness of "I", the uniqueness of the personality increases motivation in learning. Avoiding the traditional class-lesson teaching system with a frontal demonstration, a five-point grading system that does not take into account the individual characteristics of the student, will only increase the level of student interest. The function of the teacher varies from information-controlling to consultative-coordinating.

The term "module" was originally understood as a closed unit of the educational process. Scientific interpretations of the term continue to be developed today. So, Goloshchyokina L.P. and Zbarovskiy B.C. introduce the concept of "activity module", where the module is a combination of knowledge, skills, that is systemic quality that allows you to successfully solve professional problems [3]. Tretyakov P.I., Sennovskiy I.B. characterize the module as a "functional unit", which is a complete block of information [8]. There are several types of modular technologies based on the principles of programmed block learning: problem-modular, modules of labor

skills, adaptive training and others. Each of these modular technologies assumes its own scope. For example, problem-modular technology is used in the study of school subjects; adaptive learning is used in higher education institutions; modules of labor skills are designed to form professional skills. The technology of modules of labor skills (practice-oriented training) allows to train not only young specialists in a short time, but also to retrain the adult population.

The module distinguishes two parts: cognitive (informational) and educational-professional (activity, or practical). The task of the first is the formation of theoretical knowledge, while the task of the second is the formation of professional skills. The advantage of modular training is that the student can independently work with the program offered to him, which includes the goal, objectives, information bank, the practical part and the final control. It should be noted that in the conditions of a technical university it is preferable to combine problem and modular training with the mandatory inclusion of introductory and applied modules.

This approach will allow the student to independently choose a module from among those proposed and study the content at a convenient time for him, in that mode of operation that is most suitable for the student himself. In this way, an individual approach to learning is maintained, and personal characteristics of students are taken into account. The emphasis is on the student's activity, and not on the teacher's activity, as in the traditional teaching approach. If problematic and modular combination of training is possible, the following principles should be considered:

- problematic (a problem is required);
- motivation;
- modularity;
- cognitive visualization;
- system quantization;
- control, reliance on errors.

System quantization is understood to mean a part of the educational process, consisting of logically separate elements with an informational community. The enlarged didactic unit has integrity and systemicity, resistance to preservation in time and instant manifestation in memory [3].

The algorithm for constructing the training module is different:

- a module with a complete independent student activity;
- a module with a dominant reflective student activity in relation to the role of a teacher [9].

CONCLUSION

The introduction of modular training requires organizational restructuring of the



educational process, including the planning of teachers, the formation of the contingent of students, the preparation of a theoretical and practical base, the development of appropriate methodological support, current and final control of knowledge.

The advantage of modular training is continuous self-diagnosis and stimulation of the student's work, the ability to diagnose the current state of student performance on the rating scale of knowledge.

The content of the module is filled taking into account the goal of training and in accordance with the educational program for the discipline.

The introduction of modular training will abolish the traditional crediting weeks due to the individual student work schedule.

Increases learning motivation, because the student chooses the "modules" and is interested in obtaining the necessary information.

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