



TEACHING FOREIGN LANGUAGES BASED ON A CREDIT-MODULE SYSTEM

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Abstract

The article deals with the issue of the functioning of the credit-modular system in teaching a foreign language. The article provides a brief overview of the basic concepts and gives a characteristic of the methodology for teaching languages based on a credit-modular system. The organization of the educational process based on the credit-module system increases the level of independence of students and creates additional opportunities for self-realization by encouraging them to learn.

Keywords: credit-modular system; foreign languages, innovative learning methods, credits, module, gradual reforms, multilevel exercises.

АННОТАЦИЯ:

В статье рассматривается вопрос функционирования кредитно-модульной системы в обучении иностранному языку. В статье дается краткий обзор основных понятий и дается характеристика методики обучения языкам на основе кредитно-модульной системы. Организация учебного процесса на основе кредитно-модульной системы повышает уровень самостоятельности обучающихся и создает дополнительные возможности для самореализации, побуждая их к обучению.

Ключевые Слова: кредитно-модульная система; иностранные языки, инновационные методы обучения, кредиты, модуль, постепенные реформы, многоуровневые упражнения.

Introduction

Many people believe that the education system of Uzbekistan was formed in conditions of information deficit and limited opportunities for access to information. Therefore, the activity of a teacher in universities was reduced, first of all, to informational, or better to say informative, functions. The teacher played the role of the most important source of information. Since the student is the object of the educational process and at the same time the object of perception and assimilation of information, the planning of the educational process was carried out in such a way that the bulk of the work fell on classroom teaching.





According to the "Concept for the development of the higher education system of the Republic of Uzbekistan until 2030" approved by the decree of the President of the Republic of Uzbekistan on October 8, 2019 year 85 percent Institutions of Higher Education are planned to be gradually transferred to the credit-modular system.[1] The credit module system brings to the higher education system of our country a unit of measurement that is more perfect, modern but understandable for everyone. [6] This process demands a step-by-step credit-module system for enhancing the educational programs, forms and methods of training, monitoring and improving the quality of education in accordance with the ECTS (European credit transfer and accumulation system). In this system, education has its own characteristics of elegance, is based on national culture and values, and does not harm the national characteristics of the education system. Its basic goal is to improve the quality of educational process, restructuring the teaching process on the basis of foreign experience, update and enhance the structure of the teaching staff, bring students and the staff, as well as teaching methods to a higher level. [5]

Currently the higher education system of Uzbekistan is gradually moving into a credit modular system and some positive results already exist in this field. The branches of foreign universities in Uzbekistan and national higher educational institutions, carrying out the educational process with the introduction of international standards are the examples. The remaining higher educational institutions of the country are also being introduced with this experience. For example, in accordance with the Decree of the President of the Republic of Uzbekistan No.PD-5349 from 19.02.2018 "On measures to further improve the sphere of information technologies and communications" at the Tashkent University of Information Technologies named after Mukhammad al-Kharazmiy (TUIT) [3]. Besides, universities such as University of Oriental Studies, Ferghana Polytechnic Institute, Tashkent Medical Academy and others have already begun to work on the credit-module system of training.

The current state of the development of information support opens up ample opportunities for access to information sources and therefore partially confuses the emphasis in planning the educational process towards independent work. Credit-modular system, as an integral attribute of the Bologna

Declaration is provided with two main functions:

1. Promoting student and faculty mobility and facilitating transitions from one university to another;
2. A clear definition of the scope of the work carried out by the student, taking into consideration all types of educational and scientific activities. The amount of credits determines what a student is capable of, who studies in one or another program.





The introduction of a credit-modular system is an important factor in stimulating the effective work of both teachers and students. Modules are designed as a system of educational elements, united by the sign of compliance with a certain object of professional activity. The latter is considered as a certain amount of educational information, which has an independent logical structure and content, which makes it possible to operate with this information in the process of the student's mental activity. The modular organization of the content of an academic discipline is less for everything a mechanical transfer of sections of the program to educational modules, since it requires deep analytical and logical work on the semantic content of the discipline, its structuring as a system, and not an arbitrary conglomerate of scientific information. With a credit-modular system of organizing the educational process, the content of the discipline is divided into meaningful modules (2-4 modules per semester), that is, the academic discipline is formed as a system of meaningful modules.

Students have to accumulate necessary credits to have a diploma in their field. Credits not only mean just simple numbers but also they serve to enhance students' skills, abilities and knowledge. They also serve to find a suitable position in today's labor market. So, in short, the accumulated credits become a real academic asset of the student.

The following are the main tasks of the credit module system:

1. Organization of the educational process based on the credit-module system;
2. Allow students to create their own curricula individually;
3. Assessing the knowledge of students' on the basis of rating points;
4. Ability of teachers to encourage students to learn independently;
5. The convenience of educational programs and the possibility of change due to the demand for a specialist in the labor market.

Much has been done in Uzbekistan for implementing gradual reforms in higher education system. It is important to emphasize the importance of established mutual cooperation with other developed countries, such as the Fulbright program of the United States, ITEC program of India, the KOICA program of South Korea, and other countries.

The credit- module system provides looks at:

- Modular structure of educational program;
- Increasing the flexibility of the educational programs;
- Use credits to assess the labor intensity;
- Participation of students in the formation of an individual curriculum;
- The use of point-rating knowledge assessment systems;





- An increase in the share of self-learning in education educational process.

In many higher educational institutions of Uzbekistan ECTS credit-module system is going to be implemented. ECTS credit-module system is built on certain principles. They are as follows:

- Organization of student oriented education (student-centered education);
- Increase flexibility of education (improving flexibility);
- Student mobility (improving student mobility).

Achieving transparency in education (transparent education)

Special innovative learning methods such as continuous use of computer technology plays an important role for teaching foreign languages based on a credit-module system. It is due to the need to have exercises of different levels of complexity and assignments under the credit-module system teaching a foreign language. The use of computer technology greatly allows to simplify the process of determining level of training and selection of the necessary assignments and exercises appropriate level of knowledge. Also, another feature of teaching a foreign language on the basis of a credit module system is the increase of hours devoted to independent work.

Therefore, the teacher needs to develop various multilevel exercises and tasks for students and conduct a number of consultations on the organization methodology of independent work for students. Organizing the educational process using the Internet makes it easier to comprehend the plot of the lesson for students. They may have more opportunities in their work, as the introduction of communication and information technologies in learning process is a topical issue. Besides, it improves the quality and effectiveness of lesson as well.

Teaching a foreign language based on the credit-modular system has its own specificity. Language teaching is practice-oriented, the "Foreign Language" discipline is multidimensional, that is, it includes not only vocabulary teaching, but also other aspects of the language, like types of speech activity. It should also be taken into consideration that not all the students have the same language proficiency. Their levels of language may be quite different from each other. As a consequence, one of the functions of teaching a foreign language with credit-modular system is the presence of multilevel exercises. Students can continue to independently regulate the level and speed of assimilation of the material. Although the module provides for various types and forms of educational activities, while teaching a foreign language the best thing to focus on is a practical training. Availability of compulsory homework is also one of the main features. Homework is checked either by the teacher selectively or in a group during the lesson.





When teaching a foreign language, it is more expedient to divide the modules into introductory, basic and additional. At the same time, the introductory module contains mandatory testing to determine the level of "residual" knowledge. Summarizing all of the above, one can note that the credit-module system training fully meets the requirements of society for the quality of training, the use of a credit-modular system allows you to significantly increase the academic success of students, the effective use of the credit-modular system in teaching a foreign language allows to form the communicative and linguistic competence of students through organizing the transition from reproductive obtaining knowledge for the self-development of the student and self-improvement as the leading goal of learning, by providing opportunities for the trainee to develop in themselves adequate self-esteem [2].

Taking all into consideration one can say that the usage of credit-modular system of education in learning process has greatly increased in recent years in higher education institutions of Uzbekistan. Because, the world experience shows that the higher education institutions using this system of education are achieving high results in science and their graduates are gaining a worthy place in today's labor market. We believe that Uzbekistan will also achieve high results in this regard.

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