



METHODOLOGY FOR CREATING AND USING INDEPENDENT TASKS FOR THE MODULE-CREDIT SYSTEM IN THE ORGANIZATION OF INITIAL TRAINING BEFORE THE DRAFT AND ITS TEACHING

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ANNOTATION

The current state and prospects of transition to the credit-module system in the development of students' independent educational tasks in the organization of pre-vocational primary training and its teaching, the credit-module of higher education institutions based on the best world experiences system principles, learner, recognition of educational results. It is desirable to create the possibility of independent formation of the educational trajectory and academic mobility, the accumulation of grades, the interest of professors and students in the organization and teaching of primary training before the convocation, as well as the introduction of a clearly defined evaluation system it is justified.

Keywords: methodology, pedagogical features, higher education, pre-vocational primary training, organization, teaching methodology, modern teaching requirements, educational tasks, speech competence

ANNOTASIYA

Chaqiriqqa qadar boshlang'ich tayorgarlikni tashkil etish va uni o'qitish ta'limda talabalarning mustaqil o'quv topshiriqlarini rivojlantirishda kredit-modul` tizimiga o'tishning amaldagi holati va istiqbollari, oliy ta'lim muassasalarini ilg'or jahon tajribalari asosida kredit-modul tizimining tamoyillari, ta'lim oluvchi, ta'lim natijalarini tan olinishi. Ta'lim traektoriyasini mustaqil shakllantirish imkoniyatini yaratilishi va akademik mobillik, baholarning to'planib borilishi, Professor-o'qituvchi, talabalarning chaqiriqqa qadar boshlang'ich tayorgarlikni tashkil etish va uni o'qitish faniga qiziqishi, hamda aniq belgilangan baholash tizimini joriy etilishi maqsadga muvofiq ekanligi asoslab berilgan.





Kalit soʻzlar: metodika, pedagogik xususiyatlar, oliy taʼlim, chaqiriqqa qadar boshlangʻich tayorgarlik, tashkil etish, oʻqitish metodikasi, zamonaviy oʻqitish talablari, oʻquv topshiriqlari, nutqiy kompetensiya

АННОТАЦИЯ

Современное состояние и перспективы перехода к кредитно-модульной системе в разработке самостоятельных учебных задач студентов при организации допрофессиональной начальной подготовки и ее преподавания, кредитно-модульной системе высших учебных заведений на основе лучшего мирового опыта системы принципы, обучающийся, признание результатов образования. Желательно до созыва создать возможность самостоятельного формирования образовательной траектории и академической мобильности, накопления оценок, заинтересованности преподавателей и студентов в организации и преподавании начальной подготовки, а также введение четко определенных Система оценок вполне оправдана.

Ключевые слова: методика, педагогические особенности, высшее образование, допрофессиональная начальная подготовка, организация, методика обучения, современные требования к обучению, учебные задачи, речевая компетентность.

Academic loans of the century were first introduced in US universities as part of the process of education liberalization that began in the 18th and 19th centuries. The organization of quantitative equivalents, the degree of mastery of educational programs through educational content and credit units, students were allowed to plan the educational process independently, to improve the educational process by making fundamental changes to the quality control and assessment systems. conditions, technologies were created.

The credit-module system as a means of students' educational activity and mobility means that the European education style means high student activity. The educational process can directly affect the educational system, not only as an object of education, but also as people. This requires, on the one hand, a high level of self-awareness of the student, and on the other hand, it requires the need to change the relationship between the student and the teacher. In contrast to traditional education, in which the student can be represented as a conveyor belt, the educational system moves along a certain trajectory (a common curriculum, the same for everyone). allows to attract, in





addition to compulsory subjects, that is, it is possible to form an individual curriculum.

Therefore, it is necessary to transfer to the credit-module system in the development of students' independent educational tasks in the organization of primary training before the convocation, and the student's own educational direction based on personal needs. forms. During the course of study, each student earns, and the measure of the labor intensity of the student's activity is loans. This system also provides a project-based form of training - personal development and protection, or develops group projects on related topics.

This system has other advantages: fewer subjects studied at the same time, individualization of the pedagogical process, practical orientation, as well as disclosure of creative abilities of students. In modern conditions, this system allows you to provide information about more mobile, competent and in-demand specialists. Filling the concept of "module" with real content has become an urgent problem for all universities today. Practice shows that it is difficult to determine the basis for the formation of modules. Here there can be several options: to collect modules according to the structural-thematic or organizational-structural principle.

Provides a dual understanding of the module. In the first one, a block of subjects that forms a certain interconnected whole within the framework of the module curriculum is understood, which can be considered as a logical substructure within the general structure of the program. The degree of independence of the educational module is determined by its relative thematic isolation. Here, the module is interpreted as a unit of the educational program in the direction representing a set of educational subjects that meet the requirements of qualification characteristics.

The second concept of the module considers it as a relatively independent organizational and methodological structural unit within the educational discipline, which includes didactic goals, a logically completed unit of educational material, a methodological guide for its development, and a management system. The combination of such modules forms the educational and methodological complex of the subject. In relation to higher education, the term "module" often refers to a documented completed part of the academic and professional program of a subject. According to the established tradition, a module is understood as part of a course, for example, we can understand it as a logical conclusion of a topic devoted to calendar dates. The development of each such module, that is, the completion of the tasks set in it, forms part of the final assessment given as a result of studying the subject, and the modular principle is similar to the rating.





The overall score awarded at the end of each course at a European university is usually made up of several components that have a cumulative effect. For example, 30% of the total assessment may depend on the student's academic performance in lectures and seminars, and another 30% - on the results of the midterm test (essay on a certain topic, independent work, midterm control in the form of a test, etc.) .) and only the remaining 40% is used in the evaluation of the exam. Only a student who has missed a lot of classes and failed to pass the mid-term exam can get a satisfactory grade on the exam. And vice versa, a student who is active in the process of completing tasks and collecting a high rating, even if not a completely successful answer, can get an exam, a high final grade.

However, this approach does not take into account other module rules. Therefore, the traditional teaching "module" does not fully justify itself. In the conditions of the credit-module system, each module should represent a completed segment of the educational program, the result of which is the acquisition of a certain set of competencies by the student. And these powers must be tested and evaluated. They are definitely formed over a long period of time (at least a semester, and, at most, several periods). The concepts of "section", "subsection", "subject" are more suitable for defining relatively complete segments of education during the semester, but not a module. A separate part of the training course is understood as a uniting thematic block, several educational topics mastered in lectures and seminars can be a module. In European universities, the educational program has a different structure: within one module, subjects that are thematically close to each other, regardless of their general scientific status, are combined. The main principle of building a module is moving from simple to complex, from methodological to applied sciences. Therefore, both basic and applied sciences are combined into an organic whole within the educational module of "general professional" and "natural science" subjects. For example, in Germany, a module is understood as one of the directions of mastering the educational field, not a course, but a separate part of the educational program. An important feature of the modular system is the focus on student practice, including research.

The module allows the student to move quickly and efficiently. By combining conceptual knowledge, a direction from one level to another and practical skills are assumed. Therefore, the modular organization of the educational process at the master's level should be related to the individual master's program (subject master's thesis). The module is applied in the European Higher Education Area. Therefore, in several courses (subjects), the module creates a certain holistic view. A student is defined not by the subject, but by the achievement of the student's educational result,





as the subject area and certain competencies allow for development. The number is determined by the module results per semester, which each student must achieve during the semester.

The credit-module system of organizing the educational process in the organization of primary training and teaching it before the convocation will be necessary to positively solve the following tasks:

- dividing the educational material into modules with checking the mastery of each module;
- use of a broader knowledge assessment scale;
- improving the objectivity of knowledge assessment;
- encouraging systematic independent work of students during the semester;
- introduction of healthy competition in training.

On average, the academic year in European universities lasts 40 weeks. The total labor intensity of the student's academic load per year is equal to 60 credits. Based on this, the student should earn 30%.

There are several differences between the current European "unit of credit" and the local "academic hours" system. First, in almost all Russian-language universities, the academic hour does not include general work, only classroom work, and standard and real curricula. Secondly, behind each European credit, the unit is not actually physical costs, but actually acquired knowledge, or rather, competencies.

A European student can accumulate credits for a future degree for an arbitrary length of time. The accumulation of credits allows the student to improve his skills during his life, for example, additional higher education. Thanks to the loans, the student can continue his studies for a long time - the previously received loans will not disappear. Even in the case of deduction, for some reasons, the credits they have accumulated can be used to continue studying at the university and they are taken into account again and again, which makes it much easier for the student to get a second higher education.

The creation and use of independent tasks for the module-credit system in the organization of initial training before the convocation and its teaching, credits in certain conditions allow to take into account the student's work experience as a component of higher education in the specialty.

Several years of practical experience in Russia, where the recommendation was made, showed that the Ministry of Education and the above method of calculating credits, this approach needs correction and clarification. The fact that this is due to the credit system should indicate the amount of the educational load and the time spent mastering the course or the curriculum in general. This is the unit of measurement of





the cost of the student for the educational process: the time spent studying the course, its complexity, profile, etc. are taken into account.

It includes the following in the hours of creating and using independent tasks for the module-credit system in the organization of initial training before the draft and its teaching:

- audience load, which is about 50% of the total reading time;
- independent work of the student (50% of the total amount of study time), each lecture hour should be approximately 1.5 hours of independent work;
- recommendations for reading and doing literature recommended for the course;
- time to complete written work;
- exam preparation time. This amount of time is approximately equal to the audience load.

In practice, during the recalculation of credits, the ratio of one credit credit to the number of hours of classroom load at different universities is often determined, and the intervals differ from 1:18 to 1:6. This once again demonstrated the problems associated with the mechanical approach to converting a load into a loan.

Teachers of graduate special departments paid attention to the following:

A purely mathematical approach, a significant number of credits are entered. Foreign language (six to ten hours per week), specialized subjects receive a very small number of credits, which does not allow connecting the education received by students with European standards.

At the same time, the credit-module system is considered to have its advantages and as a means of increasing student mobility during the transition period.

The accumulated credit system allows to take into account all the achievements of the student, not only the academic load, but also his scientific research, participation in conferences, scientific Olympiads, etc.

Using the modular principle of the formation of the educational program, it is possible to avoid "small" results in the university structure. Modules include: several courses combined according to a certain principle (usually depending on the competences they form - general scientific, instrumental, communicative, etc.) and can be "weighted" by the whole number of credit units, thus solving the breakdown of the curriculum problem and even a partial "rounding" problem. Thus, the role of credit units is not limited to measuring academic knowledge but is loaded in larger units than academic hours. Their use in the educational process has a wider purpose. Credit units have the following requirements:

- organization of various audiences: lectures, seminars, laboratories, etc., taking into account the relative importance for the discipline;





- to determine the importance of a specific subject studied by the student and at the end to determine the relative contribution of a specific study period to it on average;
- ranking students based on their study results and setting an individual rating for each of them.

Loans are awarded to the student only on the basis of successful results. Completion of the final control in this subject (exam, test, test or final control work, etc.), the value of the satisfactory grade does not affect the number of credits. The only thing is that it should be positive (score not lower than "E" in the European rating system). While studying, a bachelor must earn at least 180 credits (three ears according to the norm of 60 credits per ear) or at least 240 credits (four ears). A student has the right to acquire more than 60 credits per academic ear. In this case, the training period can be reduced after successfully completing the working training program and intermediate certification.

A master's degree must take a total of at least 300 credits. This means that the duration of the master's degree depends on the bachelor's degree.

According to the laws of the Bologna process, the calculation of credits to students is the norm for practice and practice, to prepare for exams. In fact, this fact is educational work with a certain labor intensity; it is important to determine its value as objectively as possible. Obviously, credits should be given for the following. There are many resources for writing essays and term papers that engage students. Consequently, the academic complexity of these types of work is very high.

Russian educational standards have been significantly improved, and more time is spent on training students. They need much longer study time to study the originally planned discipline, that is, this parameter is the basis of the credit system (compare: at the University of Manchester (Great Britain), 3630 hours for a bachelor's degree from 7000 to 75000 and according to the current HPE situation

Humanities. It's actually twice as much). The participants of the experiment on the introduction of credit units of Russian universities came to the conclusion that the educational process, which used the methodology of the Ministry of Public Education in its practice, does not take into account a number of important factors:

- this methodology does not determine the maximum amount of labor intensity for one. semester, academic ear and the entire study period (1 semester = 30 cu; 1 ear = 60 cu), this is the main principle of YeCS.

Calculations, because the function of transfer and recovery of credit units is made impossible, study of "mobile" students in other higher educational institutions aimed at reflecting in documents of semester or annual periods;





- the components of the educational program of the principles of the distribution of labor intensity in credit units and the connection of this recalculation with the final one

educational results are not disclosed;

- simply dividing the labor intensity by 36 hours and rounding to 0.5 leads to the fact that the labor intensity in the credit units exceeds all "high" YeCS standards (240-300 credits per study period).

As a result, in order to prevent the mechanical conversion of labor intensity from hours to credits, universities have to develop their own alternative approaches to calculation. Labor intensity that complements the principles of the Ministry's methodology. Alternative approaches can be traditionally divided into the following types:

- "method of impartiality";

- "reduction" of conversion coefficients;

- methods and standards of "consolidation" that allow unification of state norms.

The size of the educational load in the curriculum for different subjects can be such that, in general, 1/3 of the time is allocated for junior students. audience work and 2/3 out-of-audience work. For senior (final) course students, it is allocated for at least 3/4 of the time spent on mastering subjects.

Independent education. Credit units are hired by semester. For each curriculum column, three numbers are entered in brackets, which is immediately followed by the name of the applicable discipline. For example, (3:2:0).

Number 1 indicates the maximum number of credits allocated for the development of the discipline;

The number 2 indicates the academic hours allocated to work per week. audience (lectures, questionnaires, discussions, demonstrations and various combinations thereof);

Number 3 shows the time allocated in academic hours per week for practical work (laboratory and practical training, seminars, course and design work, drawing and graphic work, work in the computer classroom).

One academic hour is 40-45 minutes. One of the possible approaches may be such a distribution of labor intensity between the audience and independent student work:

The credit module system regulates the multifaceted activities of the university: curriculum, study plan, class schedule, assessment of student knowledge, awarding of degrees, determination of tuition fees, etc. This system allows to really evaluate the activity of the teacher and the student, helps to determine the workload of the teachers and regulate the workload of the students, gives the opportunity to work.





The market provides freedom of study in accordance with economic relations. The introduction of a unified system of accounting for the educational load in the credit system includes the following steps: introduction of a modular system, assuming that each discipline or module has a specified load. The workload is determined based on the following: - tasks; - the results to be obtained; - the time it takes an average student to achieve them. - some types and forms of teaching are distinguished in each module or discipline.

K. H. Khummamatova said that the teacher should determine what forms and to what extent he should organize the structure of the educational load.

During the course of study, each student receives a credit, which is a measure of the labor intensity of student activity. Other advantages of this system are the following: simultaneously understudied subjects, individualization of the pedagogical process, practical orientation, as well as revealing the creative abilities of students.

In modern conditions, the credit system allows you to train more mobile, qualified and in-demand specialists. The credit-module system requires a lot of self-control from the student, as he has to plan his own educational program, which is often very difficult for modern youth.

Also, due to the redistribution of the educational load, an increase in the share of independent work of students was observed, which students are clearly not satisfied with. Teachers emphasize that it is impossible for students to independently learn a large amount of theoretical material, even of a low level of complexity.

The introduction of the credit-module training system leads to an increase in information about the progress of the educational process, its processing and storage. It is known that reducing the volume of classroom work with the help of credit technology of teaching directly increases the importance and status of the student's independent work. If in the traditional education system independent work makes up one third of the total labor intensity of the studied course, then in the credit system of education it makes up two thirds of this part.

Therefore, in the conditions of credit technology, the student's independent work becomes one of the main resources for improving the quality of education and training future specialists. Students' independent works are divided into two types: - in the auditorium, - outside the auditorium.

The independent works of the students of the auditorium are carried out in the auditorium under the direct supervision of the teacher and according to his assignment. Outside the auditorium, independent work is carried out by students at the teacher's request, but without his direct participation. The pedagogical



importance of independent work also depends on how students' activities are organized.

Forms of organizing students' independent activities have important educational value. Independent work in higher education is a unique means of organizing and managing the independent activities of students in the educational process, self-organization and self-management of students in acquiring the necessary knowledge, skills and abilities. is a means of self-discipline. One of the main factors affecting professionalism in the future is targeted quality education.

Independence is an indicator of educational success that is necessary both in the process of learning and in the process of overcoming educational difficulties.

The very concept of "freelance work" implies a wide range of work and directions. The specific meaning depends on the meaning in which the term "independent" is used.

Basically, this word has 3 meanings: - the student must do the work himself without the direct participation of the teacher; - students are required to perform independent mental operations, independent guidance in educational material; - the performance of the work is not strictly regulated, the student is given the freedom to choose the content and methods of completing the task.

Summary

The conclusion shows that the number of credits (hours) for non-major subjects should be reduced, and the number of hours for special subjects, for which modules, for example, students write essays and term papers, and at the same time study a large amount of additional literature, reproduction. Thus, as a measure of labor intensity, the number of credits should also reflect the nature of the content of the subject (learning module) and the degree of importance of this discipline for the future professional activity of the student. At the same time, the credit-module system is considered to have its advantages and as a means of increasing student mobility during the transition period.

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