WEB OF SCIENTIST: INTERNATIONAL SCIENTIFIC RESEARCH JOURNAL
ISSN: 2776-0979, Volume 3, Issue 1, Jan., 2022

PEDAGOGICAL IMPORTANCE OF USING MODULE EDUCATIONAL TECHNOLOGIES IN THE SYSTEM OF CONTINUOUS EDUCATION ON THE BASIS OF MODERN APPROACHES

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Abstract
In this article shows the effectiveness of education through modern approaches to education is one of the main requirements of modern education. Through the use of modular learning technologies, students develop the skills of applying theoretical knowledge in practice, independent thinking, analysis, assessment of their knowledge and skills, correction. When using modular learning technologies in the teaching process, the topic used in the lesson is divided into logically complete thought parts, that is, modules, and each part is structured with assignments for students to master independently.

Keywords: Technology, knowledge, system, skills, pedagogy, feedback, module.

Introduction

In order to ensure the training of competitive specialists of the Republic of Uzbekistan and the objective assessment of the quality of education, the introduction of new modern pedagogical technologies, their implementation in practice. Making education more effective, making wider use of its potential, remains one of the key requirements of modern education [5].

One of the most popular methods of effective teaching today is the "modular system of teaching". "Module" is a Latin word meaning "part" or "part". It is known that the acquired knowledge has a certain amount of value, for example, let's take concepts. Concept is a form of thinking that reflects the general and important features of things in the human mind [8]. The idea that is formed in the formation of a concept is expressed through speech in the form of a combination of words. Thus, the concept is the main indivisible component of knowledge, and this norm of knowledge, which cannot be divided, is a module (Definitions, rules, theorems, laws, axioms, etc)[31].

The modular learning system is based on the learning system of the human brain. The human brain perceives information (information) as a flow, not as a whole, but as a

quantum (indivisible quantity). Therefore, it is recognized that the most effective way to organize education is to adapt it to the system of assimilation of the human brain. The modular system of education is now widely used in higher and secondary special education institutions. In this case, based on an in-depth analysis of the curriculum in the training of specialists, a group of interrelated disciplines is identified, that is, the overall curriculum is considered as a set of individual modules (specialty disciplines) [29].

Each micro-module has a specific purpose and function in the formation of the specialty, the goals of which are reflected in the state educational standards and represent the main purpose of training. In short, each specialty is considered as an integral module, and the system of sciences studied in it are micro-modules of an integrated module, which in turn are divided into smaller modules, and the student passes through this system of modules. on the basis of specialization [2].

The higher education curriculum consists of a group of humanities, natural sciences, social sciences, and general technical sciences. Each of these groups includes several disciplines. The curriculum of each subject is defined in the State Education Standard, which reflects the minimum level of knowledge, skills and competencies to be acquired [27].

The purpose of midterm examinations is to determine the level of mastery of knowledge acquired by students in the period between midterm examinations, ie the standard control of knowledge acquired in the classroom, approved by the Ministry of Higher and Secondary Special Education is the norm. We decided that the interval of intermediate controls should be defined as a module, because each control includes the knowledge of the previous hours of training, and the next intermediate controls are developed taking into account the knowledge in it[12]. Another important aspect of considering mid-term lessons as a single module is that it is easier for the teacher to design the module to achieve the desired result, which is the principle of educational technology in the development of this module. In short, it is possible to implement a modular system of teaching in the educational process. This will ensure that you get the results you are looking for. The introduction of a modular system of education will open the way for the individualization and stratification of education. As you know, the tasks of education reform have been temporarily resolved, and a new phase of change is underway [22].

At this stage, it is necessary to completely reorganize the educational process, to achieve high quality. To solve these problems requires the use of innovative technologies in the educational process.

Today, in the process of continuing education, many effective technologies are being used to improve the quality of education. One such technology is modular learning [25].

sing modular learning technologies in the learning process, the topic used in the lesson is divided into logically complete thought parts, i.e. modules, and assignments are created for students to master each part independently. At the end of each module, a review is conducted and a conclusion is made [17].

The essence of modular technology is to design the educational process on the basis of modules (regulation of the content of the subject and its sections, the division of professional activity into logically completed parts that are not divided from a certain stage of education). Then, for each module allocated, the content and scope of activities specific to that module are defined [7].

The module will be implemented step by step to achieve the goal of the module technology. Every action in this process is considered a learning element. The learning element of module technology includes: theoretical and practical information related to the teaching of specific elements of the activity; information about the materials that provide the activities needed for education; goal identification; training materials; monitoring the learning environment (conditions necessary for students to achieve the desired results - conditions: tests, goal benchmarks, etc.) [10].

The general purpose of the module technology process is clarified at the following levels: the purpose of the educational institution and the identification of the teacher and his methodical activity, the purpose of the subject, the purpose of the module and the module of teacher-student interaction, its diagnostic end results. The following steps should be taken when transitioning to modular learning technology. It is planned to create methodological complexes, to provide didactic, methodological and organizational support to the educational process. Modular learning technology is developed and implemented in accordance with accepted principles of teaching [32]. These include the principles of activity, systemic quantization, motivation, modularity, problem-solving, cognitive visualization, and reliance on error. Training based on modular technology is carried out in the following sequence:

1. The first condition for the organization of training on the basis of modular technology is the analysis of the conditions. In order to prepare for the training on the basis of modular technology, ie the organization of theoretical and practical training, work is carried out in three areas: the state of preparation, the existing conditions, the analysis of teaching methods.

2. Define the learning objectives and content of the module. In teaching based on module technology, the purpose and content of teaching the subject, the purpose and

content of the modules are determined first [19]. Learning Objectives at the end of the module, learning outlines the knowledge, skills, and personal qualities that a student should acquire as a result of education [26]. Learning objectives are developed in accordance with the requirements of the network education standard. The clearer the goal of the module, the easier it will be to assess its achievement. One of the most important processes at this stage is to determine the content of the study material.

Identify and summarize the main aspects of the teaching materials, give real-life examples, teach by teachers and students, determine the most important content to be studied and prepare a text of the report on the principles of teaching [15].

3. Planning of theoretical and practical lessons. Development of specially selected methods, forms, and tools of teaching for the teaching model and technological map, the stages of the lesson, the time allotted to it, the activities of teachers and students. The correct selection of didactic materials, technical and real tools, taking into account the specifics of the training, and their use as required [13].

Audiovisual tools provide a comprehensive and realistic understanding of the functions of technological processes in relevant fields. In the teaching of special subjects on the basis of modular technology, theoretical lessons can begin with interesting, even non-relevant information. For example, a lesson begins with an interesting discovery, novelty, or explanation of a topic. This will have a positive effect on the students' mood and will help them become more interested in the field or the topic to be covered in the next lesson. The teacher explains the material using active teaching methods [33].

Before learning a new module unit, the previous module units are briefly repeated. Students will be given handouts appropriate to the module unit. Teaching students to work collaboratively in groups, to complete assignments independently, and to present their results is an effective teaching method. Learned by analyzing and synthesizing module units. Acquired knowledge is synthesized with information from other fields of science and applied in practice. After each assignment or exercise, students should be asked to rate their own performance. At the end of the module study, time should be allotted for the final interview.

This is a good opportunity for teachers and students to reflect on their performance, whether they have done well or not [2-34].

5. Assessment of students' theoretical knowledge, practical skills and competencies. In the teaching of special subjects on the basis of modular technology, students' knowledge and skills are regularly assessed on the basis of clear criteria in accordance with the learning objectives. Assessment of students' theoretical knowledge, practical skills and competencies is based on the principles of purposefulness, authenticity,

validity, reliability and convenience. This will determine if the modular training is producing the expected results. In conclusion, the use of this technology develops students' ability to apply theoretical knowledge in practice, to think independently, to analyze, to evaluate their knowledge and skills, to understand mistakes and shortcomings, and to correct them.

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