SYSTEM AND STAGES OF IMPLEMENTATION OF TEACHING ON THE BASIS OF MODULAR TECHNOLOGY IN PEDAGOGICAL ACTIVITY

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ABSTRACT

Modular teaching is one of the perspective systems of teaching because it is the best adaptability to the system of developing the cognitive capabilities and creative abilities of the educators.

Keywords: Module, teaching, system, education, knowledge, opportunity, creative ability, Technology

INTRODUCTION

Today, in continuous educational processes, the use of many effective technologies is achieved to improve the quality of Education. One of such technologies is modular training. Modular training technology is based on modules. In this place, let's clarify the concept of the module “module “is the Latin word” part “or” piece “means” block". In the transition to modular teaching technology, the following work should be carried out. It provides for the creation of methodological complexes, didactic, methodological and organizational maintenance of the educational process.

Modular technology of teaching - is developed and implemented in accordance with the accepted principles of teaching. Modular learning is one of the promising systems of teaching, because it is the best adaptation of educators to the system of development of cognitive capabilities and creative abilities .gandir

The term "modular training"is associated with the international concept - module ("module", lat. modulus), means a syllable in which one of its meanings consists of interrelated elements that can function. In this sense, it is understood as the main tool for modular training, as a completed Information block.

Materials and methods

Training on the basis of module technology is carried out in the following sequence: analysis of the initial conditions in modular teaching; determination of the educational goals and content of the module; planning of theoretical and practical training;preparation of teaching-didactic materials and teaching aids;theoretical and practical training; assessment of the theoretical knowledge and practical skills that students receive.

1. Analysis of the prerequisites for the organization of training on the basis of module technology. To prepare for teaching on the basis of modular technology, that is, to organize theoretical and practical classes, initially work is carried out in three directions:the state of preparation of students, the existing conditions, the methodological aspects of teaching are analyzed.

2. Setting the learning objective and content of the module. In teaching on the basis of module technology, initially the purpose and content of teaching the subject, the purpose and content of the modules are determined.

Educational goals at the end of the module, the result of Education determines the knowledge, qualifications and personal qualities that the student should achieve. Educational goals are developed on the basis of the requirements of the network educational standard.The more accurate the purpose of studying the module, the easier it will be to assess the degree of achievement.

At this stage, based on the state standard of education, the model curriculum and the program, the working curriculum, science programs will be developed. One of the most important processes of this stage is the determination of the content of the educational material. The main content of the study should be distinguished and compounded, giving vital examples, taught by teachers and students, the main content of the study is determined and the text of the lecture is prepared according to the principles of teaching.

3. Theoretical and practical training planning. At this stage, the educational model, the technological map of its implementation on the basis of the state educational standard, educational plans and programs, will be developed. On the educational model and technological map, the stages of the lesson, the time allocated to it, the specially selected methods, forms and tools of teaching for the conduct of pedagogical and student activities are presented.

4.Preparation of educational-didactic materials and teaching aids on the module.Taking into account the peculiarities of the training, it is envisaged the correct selection of educational-didactic materials, technical and real means, as well as their use in the framework of demand. Audiovisual tools bring into being real imaginations with wide coverage of technological processes and functions across relevant industries.

5. Theoretical and practical training. Theoretical training, which is included in the module, is recommended in the following sequence. Excitement (motivation awakening).

Theoretical training in the teaching of special subjects in module technology can be started with interesting, even non-instructive information. For example, a lesson begins with an interesting discovery, news or an explanation of wisdom related to the subject. This will have a positive effect on the mood of students and will help them to be interested in this area or the topic that will be studied in the next lessons.O'qituvchi understand the instructional material using active techniques of instructional design. The units of the modules mentioned before the study of the new module unit are repeated with a brief overview.Students are given distribution materials corresponding to the module unit.

Teaching students to work collaboratively in groups, perform assignments independently, present the results achieved are effective teaching methods.Module units are mastered by analysis and synthesis. Assimilated knowledge is synthesized and practically applied with information from other areas of science.

After each assignment or exercise, students should evaluate the work they have done.
At the end of learning the module, time should be allocated for the final conversation. This is a good opportunity to reflect on the results of the activities of teachers and students, on their realized and not exceeded.

6. Assessment of theoretical knowledge, practical skills and qualifications of students.The knowledge and skills of students in the teaching of special subjects on the basis of module

technology are evaluated on the basis of regular clear criteria in accordance with the educational objectives. In assessing the theoretical knowledge, practical skills and qualifications of students, principles such as validity, fairness, reliability, convenience are adhered to based on educational objectives.With this, it will be determined whether the modular training is giving the expected result or not.

Modular learning is one of the promising systems of teaching, because it is the best adaptation of educators to the system of development of cognitive capabilities and creative abilities .gandir In traditional education, educational goals are expressed through pedagogical activity, that is, they are aimed at giving knowledge, in modular education they are expressed through the activities of the educators and are directed at professional activity.

The distinctive features of modular teaching technology from traditional teaching can be seen in the table below

Based on traditional teaching technology	**To modular teaching technology based on**
• One-side oriented information • One-way communication (textbook,teacher, reader) • Information retrieval • Storage in memory • Without understanding the meaning memorization mechanically	• Encourage active participation in study through thinking and practical activities • Two-way communication • Remembering information by analyzing • Demonstrate knowledge and skills • Understanding of content and linking it to life

The analysis of this table shows that education based on modular technology differs significantly from traditional education in that the methods and tools for teaching it vary with its organization and results.

RESULTS AND DISCUSSION

Module-this presents the fundamental concept of Science: a certain process or law, division, a certain large subject, a group of interrelated concepts. Module-this is a logically completed educational material, formed on the basis of developed principles, aimed at mastering one or more concepts of science. So the module is a concept that forms pedagogical technology, representing components. These components, that is, the modules will consist of the smallest pieces, as well as their collections in different quantities. The smallest component of the Bunda is called the modules of the appropriate level, depending on how many modules it will take, including the smallest module, and others.

The smallest modules of modern pedagogical technologies are the basic concept, they are the main ones with the function of “bricks”, which form the field of pedagogical technology. Bunda uses concepts such as a small module, a set of modules, a primary module, and a module level. In the educational process, the subject used in the lesson in the use of modular educational technologies is divided into logically completed thought-parts, that is, modules, and each part is composed of teaching assignments so that students can independently master them. At the end of each module, control work is carried out and a conclusion is drawn.

The essence of module technology is an expression from the design of the educational process on the basis of modules (the regulation of the content of the subject and its sections, the division of professional activity, which is not divided from a certain stage of education into logically

completed parts). Then, on each allocated module, the scope of the activity and the effect of this module on its own is determined. In order to realize the goal of module technology, the module is carried out step by step. Every action that takes place in this process is regarded as an element of training.Module technology the educational element covers the following: theoretical and practical information related to the teaching of specific elements of activity; information about the materials that provide the activity necessary for education; identification of objectives;instructional materials;control of learning conditions (conditions, tests, goal benchmark, etc.necessary for students to achieve the desired results).

The general purpose of the process of module technology is clarified at the following levels: identification of the purpose of the educational institution, as well as the identification of the teacher and its methodical activity, the purpose of the subject of the study, the identification of the teacher and its methodical activity. the purpose of the module and the module of the activity of the teacher in cooperation with the students, the final results of which will be diagnosed.

In the transition to modular teaching technology, the following work should be carried out. It provides for the creation of methodological complexes, didactic, methodological and organizational maintenance of the educational process.

CONCLUSION

Modular training provides an opportunity to comprehensively solve the following modern issues of Education.
- module-Activity-Based Training Content Optimization and systematization ensures program variability, flexibility;
- individualization of training;
- control the effectiveness of training at the level of teaching practical activities and evaluation of the observed characters;
- activation on the basis of professional interest full realization of independence and educational opportunities.

The effectiveness of modular training depends on the following factors:
- material and technical base of the educational institution;
- the level of composition of qualified professors and teachers;
- students ' level of preparation;
- at the price of expected results;
- to the development of didactic materials;
- modules result and analysis.

In modular training, the possibility of step-by-step training is created by a fully reduced and deepened stratification of the curricula. That is, it will be possible to individualize training.

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