

## CREATION OF POSITIVELY ADAPTIVE CONDITIONS TO ENSURE THE EFFECTIVE ACTIVITY OF STUDENTS IN CREDIT-MODULAR LEARNING TECHNOLOGY

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### ABSTRACT

The article deals with the actual problem of creating optimal pedagogical conditions in the credit-modular learning technology. The specific features of the personal effectiveness of the subjects of pedagogical processes and the introduction of a resource approach into educational and self-educational activities are determined.

**Keywords:** Pedagogical conditions, personal efficiency, resource approach, self-motivation, self-planning, self-organization, self-management, self-control, self-coordination, self-development, self-analysis.

### INTRODUCTION

Today, improving the quality of higher education and focusing on foreign standards for training specialists, in the universities of our country, special attention has been paid to the analysis and quality of pedagogical conditions that make it possible to ensure the effectiveness of pedagogical processes and the effectiveness of students' activities. For this reason, in recent years in the Republic of Uzbekistan, within the framework of global trends in obtaining vocational education in accordance with the resolution "On measures to improve the system of organizing the educational process in higher educational institutions" (No. 824, December 31, 2020), special attention has been paid to the phased introduction of credit -modular system of education in the universities of our country.

In view of this, at the present stage of higher education, an important condition for the credit-modular technology of education is the justification and improvement of pedagogical conditions, taking into account the principles of modular education, since it is the pedagogical conditions that contribute to the provision of high-quality training of specialists, professional development of the individual and professional activity.

### Materials

The issues of training professional teachers-managers, based on certain pedagogical conditions, are based on well-organized activities of subjects, which in turn affects the efficiency of the functioning and development of any pedagogical process. As a result, the main criteria for pedagogical conditions are the satisfaction of the needs of the subjects of pedagogical processes in obtaining high-quality professional education, the relationship between science and practice, the introduction of innovative technologies in the educational process, the compliance of pedagogical processes with modern criteria, etc.

For a more complete description of the issue under consideration, the following research works were studied:

- on the problem of pedagogical conditions V. I. Andreeva, A. Ya. Nain, N. M. Yakovleva, N. V. Ippolitova, N. Sterkhova M. V. Zvereva, Volodina A. A., Bondarenko N. G., S. T. Turgunova and others;
- on the theory and practice of credit-modular learning by S. N. Postlezhvayta, J. D. Russell, P. Yutsyavichene, I. Prokopenko, N. V. Borodina, M. V. Goronovich, E. S. Samoilo, G. V Lavrentiev and N. B. Lavrenteva.

In the field of studying pedagogical conditions, A. Ya. N. Ippolitova, N. Sterkhova believe that "pedagogical conditions are a component of the pedagogical system, reflecting a combination of internal (providing the development of the personal aspect of the subjects of the educational process) and external (contributing to the implementation of the procedural aspect of the system) elements that ensure its effective functioning and further development" [2].

According to Volodin A.A., Bondarenko N.G., pedagogical conditions are a characteristic of the pedagogical system, reflecting the totality of the potential of the educational environment, the implementation of which ensures the effective functioning and development of the pedagogical system[1].

### Methods

An analysis of studies on the issue of pedagogical conditions has shown that there are several points of view that can be reduced to two main opinions:

- 1 - pedagogical conditions are a combination of any measures of pedagogical influence and the possibilities of the educational environment;
- 2 - pedagogical conditions as components of the pedagogical system, characterizing the complex of possibilities of the educational and material-spatial environment.

In turn, pedagogical conditions are divided into three types: organizational, psychological and pedagogical and didactic. Organizational and pedagogical conditions are understood as a set of methods of influence that allow solving the goals and objectives of pedagogical processes (Belikov V.A., Kozyreva E.I., Pavlov S.N., etc.). Psychological and pedagogical conditions are conditions that provide pedagogical measures of influence on the development of the personality of all subjects, designed to increase the effectiveness of the pedagogical process (Zhuravskaya N.V., Krugly A.V., Lysenko A.V., Malykhin A.O. and others .). Didactic conditions are a purposeful selection of the content, methods and organizational forms of education for the effective achievement of educational objectives (Rutkovskaya M.V. and others) [3].

It should be noted that S. T. Turgunov and L. A. Maksudova consider the following to be the main pedagogical conditions for increasing the efficiency of pedagogical processes:

- the effectiveness of pedagogical processes depends on the activity and independence of students;
- educational relations have an impact on the development of the personality of students to varying degrees;
- the need to ensure the interdependence and interconnection of the components of pedagogical processes;
- the importance and necessity of feedback in pedagogical processes;
- the procedural side of the pedagogical process, that is, the continuity of direct and feedback;
- formation of educational and motivational situations for the development of interests in education among students;

- the formation of positive motivations among students is expressed in the effectiveness of the activities of the subjects;
- the effectiveness of pedagogical processes depends on the effectiveness of the motivational process;
- the need to ensure the relevance and reliability of information in pedagogical processes[4].

The identification of specific features of pedagogical conditions and features of the organization of credit-modular education is the basis on which all other aspects of our study are built. Adhering to these provisions, we believe that pedagogical conditions are like a component of the pedagogical system, having a set of methods, technologies, mechanisms and functions that ensure the effective activity of the subjects of the pedagogical process. Pedagogical conditions are a subsystem of the pedagogical system, which ensure the functioning of the entire pedagogical system.

At the present stage of education, the hallmark of pedagogical processes in universities is the training of personnel and qualified specialists, through professional-theoretical and professional-practical training based on credit-modular technology. The parameters of professional and theoretical training are aimed at mastering the basic professional concepts, the system of knowledge, theories and laws; professional and practical training is focused on gaining practical experience and acquiring skills, which is carried out when students complete term papers, theses, undergo internships and internships.

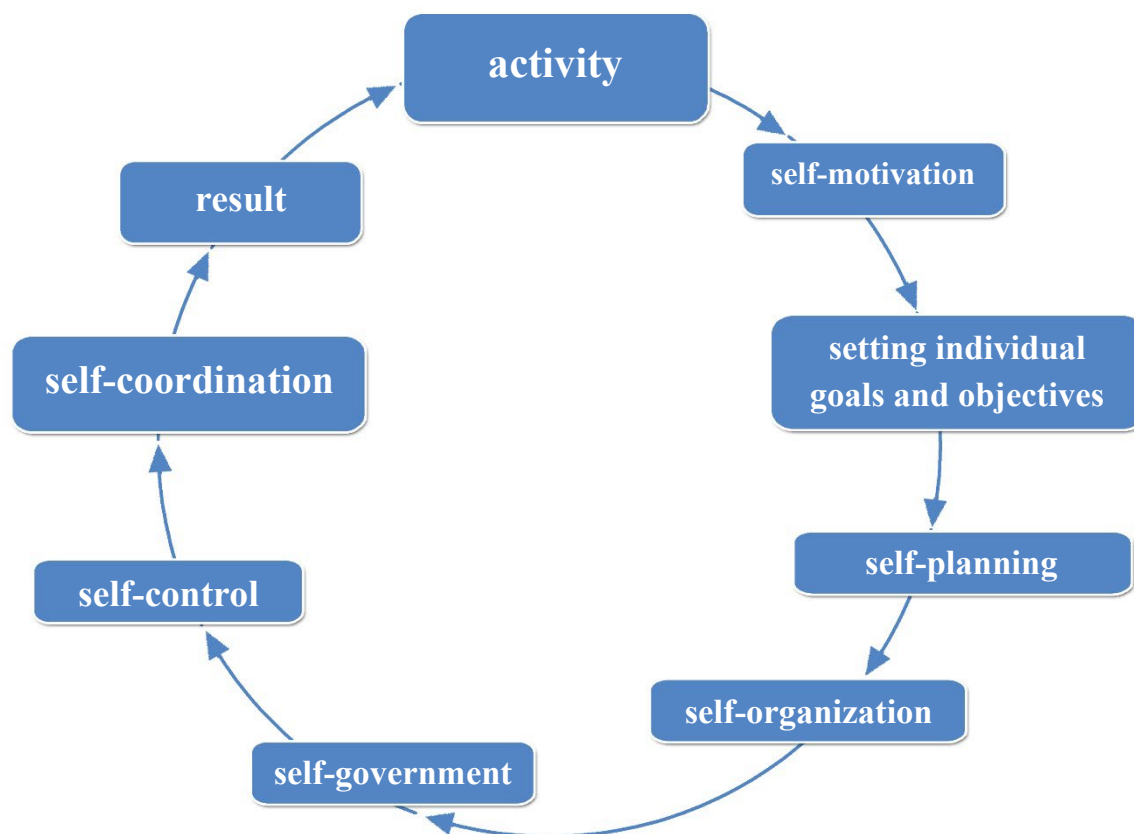
In the issues under study, in accordance with the requirements of the time within the educational state standard, the tasks of pedagogical conditions are to raise the level of pedagogical processes, taking into account the needs of each individual and society as a whole, which in turn corresponds to the principles of modular education.

Thus, the essence of modular education is aimed at preparing students for practical, professional activities of students. The credit-modular model of the organization of pedagogical processes in universities correlates with the formation and provision of independent activity of students, with the aim of self-acquisition of theoretical and self-realization of practical skills. Taking into account the fact that in the process of modular learning a certain part of the pedagogical functions is transferred to the student himself, the effectiveness of modular learning lies in the interaction of students in pedagogical processes, taking into account the individualization of learning and the principle of parity.

It is impossible not to notice that many properties and mechanisms for organizing and managing pedagogical processes based on credit-modular learning technology are not yet sufficiently known, therefore the improvement and effective functioning of pedagogical processes in universities depend on a correctly selected set of pedagogical conditions for each stage of the pedagogical process.

The effectiveness of vocational education within the framework of credit-modular education is increased through consultation and coordination by the teacher of the activities of subjects of education aimed at developing, improving and comprehending personal effectiveness. The formation of personal effectiveness is the most important condition in the organization of effective pedagogical processes in credit-modular education.

Personal effectiveness is individual abilities that allow you to perform and predict certain tasks aimed at performance with high quality. The personal effectiveness of students is to achieve personal educational and self-educational goals. The effectiveness of personal effectiveness is manifested in the purposeful, responsible and productive development of theoretical knowledge and practical skills while using and developing one's own creative abilities and revealing talents. The formation of personal effectiveness in modular training allows stimulating the motives of cognitive and practical activities, increasing the sense of responsibility among all students, interconditioning the goals and objectives of educational and self-educational processes, identifying the most typical and individual gaps in the independent study of theoretical material.



pic. 1 structure of personal effectiveness

This structure of personal effectiveness creates the conditions for a creative approach to the organization and management of pedagogical processes in the modular training of the student himself (or with the help of a teacher), independent work on the module, and also focuses the pedagogical process on the formation of effective knowledge, skills and abilities.

The functions of personal effectiveness activate and individualize the learning processes, increase the independence of students on the basis of already formed skills.

Adhering to this provision, we will highlight the following factors that help create optimal pedagogical conditions for increasing the efficiency of pedagogical processes in the organization and management of credit-modular education:

- the need to ensure the integrity, interconnectedness and interdependence of the processes of professional-theoretical and professional-practical and independent training of students;

- ensuring the implementation of the principles of systematic pedagogical processes in the process of organizing and managing pedagogical processes;
- take into account the use of motivating and influencing mechanisms aimed at achieving the goal and by providing feedback at each stage of the pedagogical process;
- the need to form students' skills of self-education, self-learning, self-development and self-control by introducing personality-oriented and motivational-stimulating approaches to the organization and management of pedagogical processes;
- formation of a professional personality through the introduction of a demonstration approach;
- formation of personal effectiveness of students;
- creation of favorable conditions for the subjects of pedagogical processes based on the principles of modular learning technology;
- consistent and systematic development and implementation of strategic approaches to improve the objectives and goals of education.

The organization and management of pedagogical processes in professional-theoretical and professional-practical training within the framework of a credit-modular system ensures the effectiveness of students' activities by improving pedagogical conditions, taking into account a clear scientific organization of pedagogical processes. In order to increase the efficiency and effectiveness of modular training, it should be noted the peculiarity of the pedagogical conditions that affect the formation and development of a professional personality, in the process of professional and moral (person-person), professional-aesthetic, professional-cultural (person-art-person), professional creative (man-book-man), professional-ecological (man-nature-man) and vocational (man-technology-man) education.

The essence of modern pedagogical conditions is based on a combination of scientific approaches, the reliability and novelty of information, providing opportunities for self-learning, including the competence and appropriate professional skills of each teacher. To do this, the teacher, in accordance with the pedagogical conditions and forms of pedagogical processes (lectures, seminars, workshops, excursions, business games, trainings, case methods, etc.), must use a variety of approaches, methods and techniques. Since, taking into account the laws of pedagogy, none of the approaches, technologies and methods are universal, the effective results of the activities of the subjects can be achieved only with the right combination of several non-contradictory approaches to the organization of pedagogical processes, technologies and teaching methods.

## Results

As a result of studying various sources on the research topic, we came to the conclusion that it is necessary to improve pedagogical conditions in accordance with the scientific organization of pedagogical processes in credit-modular education in universities as follows:

- knowledge of the theoretical foundations of the design and organization of pedagogical processes of modular learning technology;
- designing a theoretical model of all learning processes, taking into account consistency and integration;
- the presence of various features, circumstances and types of pedagogical conditions in the organization and management of credit-modular education;
- availability of an appropriate comprehensive selection of modern approaches and technologies;
- development, implementation and improvement of pedagogical strategies and tasks;

- ensuring the efficiency and effectiveness of pedagogical processes in the framework of the professional development of the individual;
- ensuring the formation of personal effectiveness.

Thus, thanks to the improvement of pedagogical conditions in credit-modular education, the development and functioning of the pedagogical system is ensured, the high effectiveness of pedagogical processes is guaranteed, the transition from theoretical training to professional activity is ensured, professional competencies of subjects of education are formed, feedback is provided during pedagogical processes.

Therefore, in our opinion, effective management in modular training involves planning and creating healthy creative activities, setting realistically achievable learning goals depending on the individual characteristics of the student, taking into account his basic training, system analysis and correction of activities, as well as ensuring the independent activity of the subject.

It should be noted that, in order to increase the efficiency and effectiveness of distance modular learning and the formation of a professional personality, it is ensured by the development of a personality-oriented learning strategy and the development of a self-government algorithm.

The essence of the resource approach is focused on developing the trajectory and strategies of learning individually, taking into account personal effectiveness through targeted self-development and self-realization of students' own intellectual resources and competencies.

The resource-based approach helps teachers assess the individual abilities of the student, develop and form the potential creative resources necessary for the successful educational activities of students to the maximum and effectively.

The objectives of the resource approach are the formation and development of such skills as:

- independence - search and processing of information resources, responsibility for their own training and timely completion of tasks;
- introspection - correctly identify the main and secondary goals and objectives, diagnose your own results (quality of mastering the material, identify gaps in knowledge), evaluate your successes and difficulties in learning;
- self-development - to develop an algorithm for solving problems in self-education, to eliminate gaps in knowledge, to form, consolidate and improve one's own professional skills, to develop reflective abilities;
- self-organization - planning, organization and control of one's own educational activities, creating optimal ways of self-learning;
- self-management - to form self-organizational competencies, purposefully create, reveal existing abilities and qualities;
- self-control - analyze the quality of the level of self-education, monitor the growth and decline of your rating.

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- availability of an appropriate comprehensive selection of modern approaches and technologies;
- development, implementation and improvement of pedagogical strategies and tasks;
- introduction of a resource approach to ensure the efficiency and effectiveness of pedagogical processes.

## CONCLUSION

Thus, the use of the resource approach in the credit-modular learning technology allows to optimize pedagogical processes by individualizing learning, to form and develop students' independence skills, and to increase the efficiency and effectiveness of educational activities.

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