

USE AND DESIGN BASED ON MODULAR TECHNOLOGY IN THE PROCESS OF LEARNING IN EDUCATION

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Abstract: the article describes how the teaching staff of the education system is able to correctly design modern teaching methods based on the modular technology of teaching disciplines based on the scientifically based principles of pedagogical technology and specific tasks that need to be correctly interpreted. The system of non-traditional and interactive methods used in the development and conduct of training sessions is considered. The article shows the step-by-step design of studies based on modular technology and the application of the system in practice, using innovative and interactive methods.

Keywords: designing, training sessions based on modular technology, time requirement.

ИСПОЛЬЗОВАНИЕ И ПРОЕКТИРОВАНИЕ НА ОСНОВЕ МОДУЛЬНЫХ ТЕХНОЛОГИЙ В ПРОЦЕССЕ ОБУЧЕНИЯ В ОБРАЗОВАНИИ

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Аннотация: в статье описывается, как преподавательский состав в системе образования может правильно проектировать современные методы обучения, основанные на научно обоснованных принципах педагогической технологии и их конкретных задач, с четким пониманием современных педагогических технологий, актуальных для нашего региона. Рассмотрены нетрадиционные и интерактивные методы, используемые при разработке и реализации учебных проектов. В статье показано пошаговое проектирование исследований, основанное на модульных технологиях и применении системы на практике, с использованием инновационных и интерактивных методов.

Ключевые слова: проектирование, учебные занятия по модульной технологии, время требования.

We all know that over the past 28 years of independence, the growth rate in all spheres of life in our country has been high. The "Uzbek model" of the country's development has proved its viability. The development of science and education deserves attention. The introduction of modern pedagogical technologies in the educational process is a key factor in accelerating the educational process and improving its efficiency.

The final stage of the National training programme is still in progress. At this stage of the program, it was also revealed that pedagogical technologies are not used in the educational process of educational institutions. To eliminate this loneliness and further accelerate the educational process, the task of providing public education, higher and secondary special and professional education with modern pedagogical technologies is the most urgent task today.

At the same time, the Decree of the First President of the Republic of Uzbekistan dated may 20, 2011 No. 1533 "on measures to strengthen the material and technical base of higher education institutions and improve the quality of training of highly qualified specialists" will require a wider introduction of national educational technologies. Paragraph 7 of the Decree "Optimization of directions and specialties of training of highly qualified specialists and further improvement of state educational standards" emphasizes the need to "improve the quality of education through the introduction of modern pedagogical and information and communication technologies". To fulfil these tasks, the teaching staff of the higher education system must develop a phased project of the lessons it teaches, based on modular technology, correctly interpreting the principles of modern pedagogical technology relevant to our region.

To do this, it is necessary to fully understand the essence and essence of the Uzbek national model of regional pedagogical technology, created by researchers of the Centre for the development of higher and secondary special education. This pedagogical technology is clearly understood by the teachers of our Republic, based on the principles of didactics, following all the principles of the theory of complexity, not following the principles of pedagogical technology, successfully applied in the education system of developed countries.

History shows that with the advent of the teaching profession on Earth, teaching methods also began to take shape. There are many teaching methods in human history, and today they are divided into three categories based on the most common aspects of their survival.

The first category is called "Traditional methods", which is based on the principle of "delivery" of knowledge to students. These include "tell", "present", "demonstrate", "present", "question and answer", "four-step method" and more. The second category is called "non-Traditional" or "Interactive methods" and is based on the principle of "enabling students to acquire knowledge". These include: "problem lesson", "brainstorming", "mental attack", "working with small groups", "round table", "cluster method", "black box", "fifth plus", "work game", "role play", "contradictions", "conflicting relationships", "intellectual intelligence", "zigzag", "Scorpions", "step by step" and many others. The third category is called "Advanced or modern methods", which is based on the principle of "accelerating and improving the efficiency of the educational process". These include "design method", "focused text", "programming", "modular learning", "technology mapping method" and finally "pedagogical technology", which combines the advantages of all methods [2].

These three categories of methods have historically complemented each other, evolving over time and responding to the demands of their time. In applying the methods mentioned above, in addition to "pedagogical technology", it was found that there are also many shortcomings and shortcomings.

In the mid-twentieth century, American scientists invented this method and called it "Educational technology". This method has been adapted by educational scientists from all developed countries, one is called "New pedagogical technology", another is called "Advanced pedagogical technologies", and the other is called "Modern pedagogical technologies".

The idea of pedagogical technologies began to come to our region from abroad, under different names, after our country gained independence. A number of brochures and textbooks in Uzbek have been published, which reflect the theoretical foundations of the theory. Some theorists believe that pedagogical technology has its theoretical basis, and some say that it should be taught as a separate subject. According to professors M. Tagieva and B. "Pedagogical technology" is an integral part of the "methodological" Department of pedagogy and is a technological method of implementing the educational process [2]. Once the design of the educational process, based on the principles of pedagogical technology, is properly developed, it will be possible to conduct training at a high level without any difficulties for any ordinary newly arrived teacher. Because a project based on pedagogical technologies will have the skills of an experienced scientist or an experienced methodologist. Therefore, training projects will be developed by experienced teachers or academic teachers with knowledge and experience of the theoretical foundations of pedagogical technology.

We have developed projects of training courses on "Mathematical analysis" and "Higher mathematics", which are implemented in practice in universities of the Republic. Applied scientific approach to the principles of the national model of pedagogical technology in the development of training sessions. Pedagogical technology is based on scientifically sound principles and specific tasks that need to be performed. Of course, the design of the educational process and its implementation in practice always follows the principle of a synergistic "integrated approach" and its principles and accepts the discipline as a "macromodule", based on the size and content of the materials provided. - subdivided into "large", "medium" and "small" modules and includes all the elements involved in the process - "goals and objectives", "time", "knowledge system and the basic concepts in them", "lesson type and Type, "pedagogical methods", "information technology" and "didactic materials" are closely related to each other, where each application is identified and assigned to the training project.

We called the model of pedagogical technology the implementation of the educational process in each lesson of the subject on the basis of modern educational technologies in the implementation of educational activities using pedagogical technology. It is one course on a particular subject, that is, one lesson in the language of pedagogical technologies, one medium. Its first, key element is subdivided into small modules depending on the size and content of the sessions, their purpose and time. Through the second element, each submodule should isolate the basic concepts from the knowledge system and provide control questions and test or other forms of control based on these concepts. The third element defines the type and type of lesson that will be used in each submodule. The fourth element shows the pedagogical methods used in each submodule. The fifth element describes the information technology used in each submodule. The sixth element defines the types and arrangement of didactic materials used in each sub module. The seventh element, combined with the objectives set out in the other six elements of pedagogical technology, includes what materials are presented in a particular training module, in which modules, what concepts, what type and type of training information technology and didactic materials are used. the scenario of course with a description of how to use it. At the same time all the tools involved in the learning process are synthesized together to form a single curriculum.

The development and implementation of the educational process on the basis of the national model of pedagogical technology allows any teacher who considers himself a teacher and is able to attract students in the classroom at least "good" or "excellent".

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