

METHODOLOGY OF LINGUODIDACTIC DEVELOPMENT OF MOTHER LANGUAGE EDUCATIONAL CONTENT IN THE MODULE-CREDIT SYSTEM

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ABSTRACT

The current state and prospects for the transition to a credit-modular system for the development of oral competence of students of higher philological education, the principles of a credit-modular system of universities based on advanced foreign experience, recognition of learning outcomes. Substantiated are academic mobility, the accumulation of grades, the interest of teachers and students in science, as well as the introduction of a well-defined assessment system.

INTRODUCTION

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 introducing fundamental changes in the quality control and assessment systems. conditions, technologies were created. The credit-module system as a means of students' educational activity and mobility means the European style of education 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 (the general curriculum, the same for everyone). The credit-module system includes different modules. allows to attract, in addition to compulsory subjects, that is, it is possible to form an individual curriculum.

Thus, the student forms his own educational direction based on personal needs. 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, a module is interpreted as a unit of the curriculum in a field that represents a set of academic 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 makes up 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 with 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 examination can get a satisfactory grade on the exam. And vice versa, a student who is active in the process of performing the flow can collect tasks and a high rating, even if the answer is not completely successful, the exam can get 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 clearly formed over a long period of time (at least a semester, and, at most, several periods). The concepts of "section", "subsection", "topic" are more suitable for defining relatively complete segments of education during a semester, but not a module. A separate part of the educational course is understood as a thematic block that combines several educational topics mastered in lectures and seminars.

In European universities, the educational program has a different structure: subjects that are thematically close to each other are combined in one module, regardless of their general scientific status. 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 integrated into an organic whole within the educational module of "general professional" and "natural sciences" and others. 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 determined 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 should 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.

In European universities, the academic year, on average, 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. Under certain conditions, credits allow to take into account the student's work experience in the specialty as a component of higher education.

Several years of practical experience in Russia, where the recommendation has been made by the Ministry of Education and the above method of calculating credits, have shown that 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. During school hours, it includes:

- 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;
- time reminders 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 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 turning the burden into a loan.

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 subject content (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. 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, science 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: taking into account the relative importance for the discipline of organizing various audiences: lectures, seminars, laboratories, etc.; to determine the importance of a particular subject studied by a student and at the end to determine the relative contribution of a particular 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 years according to the norm of 60 credits per year) or at least 240 credits (four years). A student has the right to acquire more than 60 credits per academic year. 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. Education standards in Russia have improved significantly, 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 (UK), 3630 hours from 7000 to 75000 for a bachelor's degree and Humanities as of the current HPE. This is actually twice as many). 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 year and the entire study period (1 semester = 30 cu; 1 year = 60 cu), this is the main principle of YeCS.

Calculations, because the function of transfer and restoration 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 credit departments 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 should 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 objectivity"; "lowering" conversion rates; methods and standards of "consolidation" that allow unification of state norms. The size of the training 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, polls, 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 can 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: the curriculum, the curriculum, the schedule of classes, the education of students assessment, awarding of degrees, determination of tuition fees, etc. This system allows you to really evaluate the work of the teacher and the student, helps to determine the workload of teachers and regulate the workload of students, gives the opportunity to work.

The introduction of the credit-module system of education leads to an increase in information about the progress of the educational process, its processing and storage. During the inter-session certification period, teachers fill out statements prepared by the dean's office, statements on the results of the last inter-session attestation are submitted to the dean's office, and the dean's office determines the integral rating of the student based on the ratings control statements for subjects. Therefore, for the successful operation of CMS, it is necessary to provide the training process with an appropriate automated document circulation system. Thus, the credit-module system is not a priority technology for organizing higher education at this stage of educational development. However, it, like others, has its advantages and disadvantages, and in practice there are real reasons for inactivity.

It is known that reducing the amount 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.

Independent work of students of the auditorium is 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 on the instructions of the teacher, 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.

Currently, there are two forms of independent work in higher education institutions: - traditional, that is, independent work of students, performed independently in an arbitrary mode and time, at hours convenient for the student, often outside the classroom. - work independently in the classroom under the supervision of the teacher, you can get advice from him during the assignment. The educational process based on students' independent work can be divided into two types. The first is the growing role of independent learning in the educational process. The implementation of this direction requires teachers to develop methods and forms of organizing lessons that help to ensure a high level of independence of students and improve the quality of education. The second is to increase the activity of students in all areas of independent work, except for the classroom. At this point, it should be recognized that independent work of students is not only an important form of the educational process, but should become its basis. The decisive role in the organization of independent work belongs to the teacher, who should work not with the "general" student, but with his individual characteristics, strengths and weaknesses, abilities and inclinations. The task of the teacher is to see and develop the best qualities of the student as a highly qualified specialist in the future. The organization of independent work in learning the subject should represent the unity of three interrelated forms: work in the classroom under the direct supervision of the teacher; the work is done outside the audience; creative, including research work. The most suitable form of evaluation of the results of students in the studied subject is the system of measurements. When developing a scale for evaluating the results of a student's independent work, tasks for independent work should be divided according to their level of complexity.

The modular system of teaching organization was studied in detail by A. Aleksyuk, K. Vazina, A. Kucheryavy, A. Gumenyuk, B. Ognevyyuk, A. Furman, P. Yusevichene and others. Development of issues related to self-education and self-education of a person N. Bityanova, A. Gromseva, S. Dneprov, V. Kurinsky, L. Ruvinsky and others. Various aspects of scientific organization of educational activities S. Arkhangelsky, Ya. Ludchenko and others. Despite the great attention of scientists and practitioners to the problem of organizing independent work of university students, there are still important issues that require reflection and resolution.

Yu. Miroshnichenko and O. Troyan undisclosed connections and relationships between the goal of organizing independent work of university students and the methods of its implementation; comprehensive theoretical understanding and justification of the organization of students' independent work in the context of the credit-module education system; issues of encouraging students in terms of increasing the efficiency of their independent educational activities; mastering of reasonable methods of educational work by students; formation of independent learning abilities and skills. study. In addition, it is necessary to add questions on the accurate execution of students' independent work, first of all, through modern information and communication technologies. There are studies in this direction, but, in our opinion, they are limited to the range of specific topics (courses), for example, the use of the Internet in the study of English at the non-core master's level, independent work of students in the department with e-learning modules independent work of students using computer mathematical systems in the course of mathematical analysis, etc.

Taking into account all of the above, our attempts to analyze the state of organization of independent work of university students and determine the prospects for its improvement in the conditions of the Bologna process are very relevant. Today's problems of organizing and improving the efficiency of independent work of higher education students require constant attention and quality solutions. The analysis of psychological and pedagogical literature in this direction showed the active beginning of research on the issues of independent learning of students in the middle of the 20th century, although at the beginning of the last century I. Hessen noted that the source of free development is active and independent work. At the same time, it is a source of personal creativity. In addition, the student's personality is created not only by the words written or spoken by him, the movements of his hands, but also by the thoughts, feelings and emotions, desires and voluntary actions experienced by him at this time, as well as by his mental state. In our opinion, it is worth adding to the activity and independence of intellectual work its acute necessity, usefulness, great purposefulness and, of course, its creative character. A number of scientists and researchers (V. Bondar, V. Buryak, L. Vygosky, P. Galperin, Ye. Kabanova-Meller, A. Leontiev, V. Lozova, N. Polovnikova, etc.) discussed the problem at the secondary school expressed their opinions from the point of view.

It is carried out according to the independent activity of the student. Forming a system of tasks; - ensuring the integrity of educational materials; - promotion of quality learning; - management; - providing a feedback mechanism; - ensuring the continuity of vocational education. N. Morozova, R. Nizamov, S. Trubacheva, N. Sagina understands independent work as planned, organized and methodically oriented by teachers, types of individual and collective educational activities of students, both in the classroom and outside of them, if o under the guidance of the teacher, without his direct participation. The role of the teacher in the organization of independent educational activities of students is discussed by many scientists, including G. Gabay, L. Juravskaya, I. Moroz, N. Nikandrov and others. It is shown that the teacher develops a system of tasks, gives instructions to students before their implementation, monitors the progress of independent work, advises and helps students to overcome difficulties and correct mistakes, summarizes, analyzes and evaluates the results. Taking this into account, the teacher's roles differ depending on his involvement in the independent activities of students, his goals and the level of knowledge acquisition. Thus, L. Zhuravskaya defines four roles of the teacher - the speaker as the main source of information; activity leader or organizer; consultant; and as a moderator, an observer or referee directing the activity. More recently, other roles have been noted, such as a facilitator of activity; coach, as a coach who helps the activity; the motivator showed alternative methods of organizing independent work, that is, ways to achieve success.

So, in conclusion, it should be noted that the teacher has many roles, and within the framework of the credit-module teaching system, the teacher, in our opinion, is first of all a motivator, then an assistant, and in the process of activity - a coach, moderator and consultant. should be. In other words, to instruct students, the teacher should motivate them, provide a comfortable mode for independent work, coordinate and advise students in the course of educational activities. The above-mentioned information and communication technologies provide an opportunity to monitor the actions of each User separately, which is important in the context of the discussed problem. And when discussing a specific task, webinars, teleconferences, video chats between students and the teacher - this is an almost instantaneous coordination and advisory support of students' actions outside the audience under the guidance of the teacher, that is, in the most optimal mode. conditions can lead to true independent work. Independent work is a form of education in which the student acquires the necessary knowledge, skills and abilities, learns systematic, systematic work, and forms his own mental activity style. Independent work differs from other forms of education in that the student organizes his own educational activity. According to M. Antonyuk, L. Derkach, N. Sagina, A.

Chiz, I. Shaydur and other scientists, independent educational activities of students should be organized taking into account their characteristics and cognitive abilities. Authors such as V. Vergasov, A. Mirolyubov and others understand independent work as a purposeful, active and relatively free activity of students. I. Shaydur, in turn, "independent work is a specially organized activity aimed at independent performance of educational tasks of various levels of complexity, both in classroom classes and outside of class, taking into account the individual characteristics of students. The purpose of such activity, in his opinion According to "formation of the ability of students to independently supplement their knowledge and manage the flow of scientific information", analyzing the concepts of "independence", "self-study" and "independent work", all these terms are " It is easy to see that it has the prefix z-from itself. On the other hand, the purpose of independent work of students is to develop their independence, and self-study implies the existence of a certain independence.

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