ESSENCE, PRINCIPLES OF MODULAR EDUCATIONAL TECNOLOGY

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ABOUT ARTICLE

Abstract: In this article, the advantages of using modular educational technology, the difference from other pedagogical technologies, the specific characteristics of modular educational technology and the activity approach, equality, systematic quantization, motivation, modularity, problematic, cognitive visualization, reliance on errors, o It is thought about the principle of technological, organic, time-saving.

INTRODUCTION

All the laws and decrees on education introduced in our country are adopted with the aim of the young generation growing up as a mature person in the future, finding their place in life, and achieving great goals. In order to ensure the implementation of such laws and decrees, pedagogical technologies based on many world models and experiences are being used in order to ensure maximum learning of students in the educational process. In particular, the pedagogical technology, which is recognized by many experts of the educational system in terms of its effectiveness, and is even being used in the higher education system, is the modular educational technology.

The modular educational technology should ensure the coherence of knowledge from other pedagogical technologies used in the educational system, integrate the scope of the theoretical approach to the given knowledge with the practical approach, and also increase the scope of practice, It is distinguished by the choice of teaching methods based on the abilities and interests of students and the introduction of the system of selective learning of subjects.

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Modular educational technology, in turn, is implemented in accordance with the accepted principles of education. Below are the principles that form the basis of modular education technology:

1.   The principle of the activity approach - implies that the activity is formed according to the content of the specialist's field. In principle, the modules of the modular educational technology can be built based on the science-based activity approach or the systematic activity approach of this field. In the activity approach to science, modules are designed based on curriculum analysis. The systematic activity approach is formed based on the analysis of the professional activity of a modular block.

2.   The principle of equal rights - implies that the teacher and the learner conduct the process in the character of mutual subject - subject during the educational process. From this, it is understood that the modular education technology is included among the personal oriented technologies. In addition, on the basis of this principle, the student can freely express his thoughts compared to the previous one and assumes a sense of responsibility, because in lessons based on such modular educational technology, he is no longer just a listener, but a speaker. is also a slanderer. This, in turn, helps pupils and students to develop the ability to think independently.

3.   The principle of systematic quantization is an approach based on teaching the knowledge that the learner needs to master on the basis of short and clear, understandable information, the knowledge is focused on a specific goal, and the knowledge is off-topic. not included in the subject. At the same time, this principle causes the following psychological and pedagogical achievements:

 • The educational material presented to learners, shortened according to the known system and the basic level of knowledge, is quickly and successfully mastered;

 • Highlighting of the educational material with an emphasis on basic concepts and parts has a positive effect on the assimilation and memorization of knowledge;

 • The basis of the educational material is scientificity and fundamentality;

   In this process, modules may include the following elements:

 The element of historicity means giving brief information about the history of given information, theorem, concept.

 The problem element reflects the creation of a problem in the educational process and finding a solution with the learners.

 The element of systematization shows that the module is created on the basis of a mutual system.

 The theoretical element is the basis of the educational material, the didactic goals, the ways of revealing the problem, substantiating the hypothesis, and finding a solution to the given problem are clarified in the educational material.

 The element of experientiality is the experiential clarification of theory-based information.

 Generalization - summarizing based on the interrelation of the solution of the problem and the content of the module in the module.

 Application to practice means the practical application of the materials specific to the studied theory.

 Mistakes - studying, analyzing and analyzing the mistakes made by most of the students during the module, together with the learners to consider ways to solve the problem.

 Revealing the relationship - revealing the scientific connection of the studied module with another module.

 Deepening is the provision of more complex materials for students who are already familiar with the material, fast learners and gifted students.

Test-testing - controlling the mastered materials included in the module with the help of tests and other materials and evaluating students.

4.   Principle of motivation. As the name of this principle implies, it gives motivation and inspiration to students and students, and then arouses a sense of interest in the studied materials. In essence, the activity of learners in the educational process consists of stimulation. Arousing students' interest in the educational material of the module provided for by the principle, encouraging them to think creatively and independently, and encouraging them to acquire knowledge are among the historical and current elements of the module.

5.   The principle of modularity. This principle is considered the basis of individualization of the educational process according to certain aspects. The dynamic structure of the module divides the subject content into the following three large groups:

- ✓ Full
- ✓ Shortened
- ✓ Deepened

In this process, the choice of the type of training is based on the wishes of the learner. Depending on the chosen type of education, the teaching method will also change.

6.   Problem principle. This principle makes it possible to learn the educational material effectively, as it focuses on problem situations and training in a practical way. Based on the principle, the teacher presents a specific issue as a problematic situation to the students, shows the way he used, and tells them the result he achieved, encouraging them to do research. At the end of the training, the students and the teacher will combine the solution methods, show the original method and establish the essence of the method. This, in turn, arouses interest in research in the learner, encourages them to be active.

7.   The principle of cognitive visuality. This principle reflects pedagogical and psychological laws. Accordingly, the exhibition used during the training increases the effectiveness of learning, and at the same time, it also performs a cognitive function.

8.   The principle of relying on errors. According to the principle, it is aimed to create situations for learners to constantly search for errors, and at the same time, to develop materials aimed at creating a structure of early detection in the functional system of their mental activity. At the same time, the ability to draw conclusions from mistakes and critical thinking also arise on the basis of this principle.

9.   The principle of saving study time. In a properly organized lesson based on this principle, a learner can save 30 percent or more time compared to a traditional lesson. To achieve this, the educational process must be computerized and all principles must be fulfilled.

10.   Technological principle. This principle is ensured on the basis of:

•   Clarification of educational goals to the maximum level, development of their assessment categories;

•   Development of the educational process leading to the set goals and clearly describing its map;

•   Orientation of learning goals, entire learning processes to achieve the goal;

•   Rapid evaluation of the results of the training process and making changes to the training process according to the results;

•   Final assessment of training results and comparison of the achieved results with the initially identified goals;

11.   The principle of integrity. This principle advocates the establishment of systematization in curricula and similar educational documents in order to create the possibility of achieving educational goals. In this process, mutual compatibility of educational goals and hours in the curriculum is ensured.

CONCLUSION. The use of modular educational technology in the teaching process is considered the most effective way to achieve effective results in the educational process, and it promotes the issue of more introduction of practice by clarifying theoretical information and teaching the most necessary concepts. In addition, conducting the educational process based on the interests and abilities of pupils and students, giving them the opportunity to choose a subject, instills in them a sense of self-confidence and responsibility.

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