
MODULAR TRAINING IN AN ELECTRONIC ENVIRONMENT INFORMATION AND EDUCATIONAL ENVIRONMENT OF EDUCATION

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Annotation:

The article is devoted to the use of modular training in the electronic information and educational environment of education. Methodological approaches to the use of modular technology and the effectiveness of training with modular technology in education are considered.

Keywords:

education, need, ability, organization of educational processes, integration processes, design, electronic information and educational environment, modular training, personalized education, information society.

The "action Strategy" for the five priority areas of development of the Republic of Uzbekistan for 2017-2021 defines the most important tasks for updating the methodology, creating conditions for training qualified specialists at the level of international standards. Decree of the President of the Republic of Uzbekistan No. 2909 "on measures for further development of the higher education system" is aimed at improving the level of reforms carried out in this direction.

The development of modern Uzbekistan requires the development of new innovative technologies in teaching subjects of higher pedagogical education. Improving education is impossible without the widespread use of modern information and communication technologies. In the light of these requirements, the modern system of higher education puts forward the tasks of using information and communication technologies as a necessary component of the professional activity of future specialists.

In modern conditions, the main source of educational demand for the education system is the student's personality. Their interests, needs, abilities, and motivations should be increasingly taken into account when designing and organizing the learning and independent work process. The current state of the organization of educational processes is characterized by a number of features:

- the need for rational selection of educational content that meets the needs of the individual, taking into account its individual properties, and the problem of developing criteria, methods, and principles of such selection;
- the complexity of the organization of pedagogical processes as a result of its inherent standardization of forms and methods of teaching and the large time costs associated with individualization of training, the search for solutions to this problem in the design of training systems that contribute to improving the effectiveness of the organization of independent work of students;
- development of integration processes of pedagogy and modern information technologies that increase the relevance of developing pedagogical design bases for personally adapted intelligent learning systems.

Based on this, the design of an electronic information and educational learning environment should be organized in accordance with the following principles:

- ✓ the principle of integrity, which ensures the real functioning and development of a specific didactic system based on the integration of the system of goals, methods, means, forms, learning conditions;
- ✓ the principle of reproducibility, which serves to achieve the set learning goals based on the reproduction of electronic educational resources, taking into account the characteristics of this pedagogical environment;
- ✓ the principle of non-linearity of pedagogical structures, which sets the priority of factors that have a direct impact on the mechanisms of self-organization and self-regulation of the corresponding pedagogical systems;
- ✓ the principle of adaptation of the learning process, which implies the division of the educational process into sub-processes, each of which has specific, unique features that meet the cognitive needs of a particular student;
- ✓ the principle of potential redundancy of information, which requires the development of technology for the process of transmitting information to students, which creates optimal conditions for them to generalize the knowledge presented.

The basis for designing an electronic information and educational environment is the formulation and implementation of didactic tasks in the educational process, formulated taking into account the organization of independent work of students. Its definition requires the implementation of the following stages

- formulation of learning goals for specific academic subjects;
- selection and structuring of training content that is appropriate for the given goal;
- setting the levels of assimilation of educational topics of the studied discipline;
- development of tests, situational tasks and practical tasks to control the assimilation of the content of educational subjects;
- planning and organization of students' independent work;
- defining a set of methods and techniques for organizing cognitive activity of students, building a scheme for its management.

Training using electronic resources of the information and educational environment allows the teacher to freely navigate the General laws of the device and application of technical objects, to know the prospects and ways of technical progress in various industries, to rationalize equipment and technology. The information base of knowledge on disciplines is the base on which the theoretical and practical training of teachers in the specialty is based. The content of this training is set by the standard, as well as the goals and program requirements of the training.

More and more teachers are focusing their attention on the search for new methods and educational technologies. This technology is modular training, the basics of which are most fully described in the work of T. I. Shamova [5] and in the monograph of P. A. Yutsevichene [6]. The book by p. I. Tretyakov [4] sets out the essence and basic principles of modular training, which include the principles of modularity, structuring the content of training into separate elements, dynamism, activity, flexibility, conscious perspective, versatility of methodological consulting and parity.

The principle of modularity assumes the integrity and completeness, completeness and consistency of the construction of units of educational material in the form of a system of educational elements. The training course on the subject is constructed from blocks-modules as elements. Elements inside the module block are interchangeable and movable.

The development of educational material occurs during the completed cycle of educational activities. The flexibility of this solution is based on the variability of levels of complexity and difficulty of educational activities.

Using modular technology allows students to organize their work in the classroom, master the skills of self-education, forms the skills of self-analysis, self-control, self-assessment, and allows them to work freely in an individual time mode.

In the electronic information and educational environment, modular training is one of the most holistic and systematic approaches to the learning process, which provides highly effective implementation of teaching professional subjects.

Modular training in the electronic information and educational environment of education, determines:

- ✓ improving the quality of education through the fuller use of available information;
- ✓ improving the effectiveness of the educational process based on its individualization and intensification;
- ✓ development of promising teaching tools, methods and technologies with a focus on developing, advanced and personalized education;
- ✓ achieving the necessary level of professionalism in mastering the means of computer science and technology;
- ✓ integration of various types of activities (educational, educational and research, methodological, scientific, organizational) within the framework of a unified methodology based on the use of information technologies;
- ✓ preparation of students for professional activity in the conditions of information society;
- ✓ increasing the professional competence and competitiveness of the teaching staff of vocational education.

Thus, the design and implementation of the electronic information and educational environment contributes to the formation of the following qualities of future teachers of professional education: flexible adaptation to changing technological innovations; independent critical thinking; competent work with information; communication skills; independently work on the development of their own technological training, intelligence, and pedagogical skills.

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