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APPLICATION OF PROBLEM-MODULAR TECHNOLOGIES IN THE EDUCATIONAL PROCESS

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ABSTRACT

This article discusses the use of problematic modular technologies in the organization of the educational process in higher education institutions. Also, this article describes the structure and content of problem-module technology.

Keywords: problem modular technology, critical thinking, design of educational process, didactic materials, conflict education.

1. Actuality

It is known that understanding something is always done by the person himself. No one can do this for him. The individual search for knowledge is the essence of the student's educational work, and the entire learning process is an effectively organized independent work.

In the modern era of information exchange, the teacher is not the primary source of information for the student, but he becomes an intermediary. In this, the teacher acts as a guide who facilitates the student's acquisition and assimilation of a large amount of information and helps to understand its practical application.

Accordingly, the educational management process must change. The educator must transform from a fully informed teacher to a guide to the relevant database. The fundamental difference between problem-based module training and other training systems is that the training content is presented in complete, independent sets-modules.

These sets are at the same time a bank of information, a method of setting problem tasks, and a methodological guide for the development of control positions of the problem-module course.

Such content allows students to independently form their knowledge and skills, to develop new knowledge and practical problem-solving skills, and to apply them in practice without accepting them ready-made.

2. The structure of the problem-module course

It reflects the specific knowledge, skills and qualifications that the student should acquire in the context of the qualification requirements of the section.

Problem-module learning for a course or module

the most basic and relevant issues of the topic should be taken into account when developing a technology project. In fact, a module can be a chapter or a section of a subject. In the development of a problem-module course through the curriculum of the specialty, relevant issues and topics are selected for the science or field. Together they represent problem-functional nodes.

Stages of problem-module technology development:

• Extracting the most basic scientific information and concepts on the subject being studied.

• Compilation of the block scheme based on the problem-modular technology from the most basic to studying all the elements of the studied topic.

• Write a list of knowledge and skills that should be mastered by students based on the module.

• Analyze the content of each module and ensure that students are ready to learn the learning material using previously acquired knowledge.

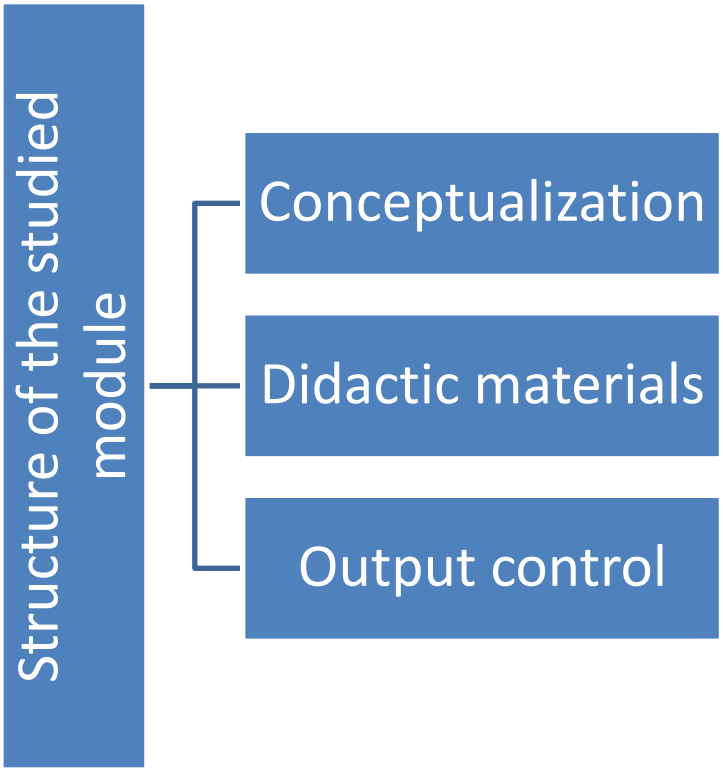
• Create a scheme for students to show which stage of the module they have reached and number the sequence of tasks

In addition, the basic readiness that the student should have at the beginning of working with the problem-module course is determined. A diagnostic test of basic readiness is formulated.

In order to study the results of the course, students' activities are monitored, questionnaires are organized with them, oral and written control works are taken.

3. Problem-module lesson device

A logically completed block of module-learning material. It contains a description of the goal and educational task, methodical recommendations, indicative basis for actions and means of control (self-control) of training. The minimum learning unit of a module is a module element. The module structure can be divided into 3 branches. It will be as follows:



The understanding-information part of the module was implemented on the basis of didactic materials.

Didactic materials include educational literature, pictures, video and audio materials, diagrams, tests, questions for self-control.

4. A problematic situation

The problem situation prepared for the student cannot be too complex and the student's level of knowledge is insufficient. This can kill his motivation to master the module. In addition, the module should not be boring for the student.

Educational Challenge Requirements:

* The educational problem must be related to the presentation of the educational material and follow logically from it.
* Conflicting information should be reflected in the formulation of a question, task or practical situation related to the educational problem.
* The content of the problem should indicate the direction and way to solve it.
* Solving the problem should be possible for the students, but not too easy.
* Verbal formulation of the problem should consist of sentences containing concepts known to the student, and the sentences should contain elements related to the unknown in the problem itself.
* Problematic issues, educational practical tasks, real-life examples given when setting problems should have an emotional impact on the student, encourage him to be active.

Presentation of the problem

A problematic situation is suggested. Then the information and reasoned material is involved, in which the student finds a solution to the problem. It is possible to show how certain knowledge was acquired, to explain the reasons that influenced their development.

CONCLUSION

By using problem-module technologies in the educational process, it is possible to have the following indicators:

- educational efficiency increases;
- motivation of learners to acquire knowledge increases;
- learners have the ability to solve problems independently;
- the competence of the listeners to independently search for content relevant to the topic will develop further.

In any educational institution, first of all, the achievement of an educational result is an important factor. In this case, the learner has a perfect mastery of the field of study, the acquired knowledge meets the qualification requirements. In addition, it will be possible to start a process in the form of dual education, connecting the integration of science and production through problem-module education technology.

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