

ORGANIZATIONAL METHODOLOGICAL BASES OF THE CREDIT-MODULE SYSTEM IN INCREASING THE EFFICIENCY OF INDEPENDENT EDUCATION OF INITIAL TRAINING BEFORE THE CONVOCATION

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ANNOTATION

The current state and prospects of transition to the credit-module system in the development of students' independent educational tasks in the organization of pre-vocational primary training and its teaching, the credit-module of higher education institutions based on the best world experiences system principles, learner, recognition of educational results. It is desirable to create the possibility of independent formation of the educational trajectory and academic mobility, the accumulation of grades, the interest of professors and students in the organization and teaching of primary training before the convocation, as well as the introduction of a clearly defined evaluation system it is justified.

Keywords: methodology, pedagogical features, higher education, pre-vocational primary training, organization, teaching methodology, modern teaching requirements, educational tasks, speech competence.

ANNOTASIYA

Chaqiriqqa qadar boshlang'ich tayyorgarlikni tashkil etish va uni o'qitish ta'limda talabalarning mustaqil o'quv topshiriqlarini rivojlantirishda kredit-modul tizimiga o'tishning amaldagi holati va istiqbollari, oliy ta'lim muassasalarini ilg'or jahon tajribalari asosida kredit-modul tizimining tamoyillari, ta'lim oluvchi, ta'lim natijalarini tan olinishi. Ta'lim traektoriyasini mustaqil shakllantirish imkoniyatini yaratilishi va akademik mobillik, baholarning to'planib borilishi, Professor-o'qituvchi, talabalarning chaqiriqqa qadar boshlang'ich tayyorgarlikni tashkil etish va uni o'qitish faniga qiziqishi, hamda aniq belgilangan baholash tizimini joriy etilishi maqsadga muvofiq ekanligi asoslab berilgan.

Kalit so'zlar: metodika, pedagogik xususiyatlar, oliy ta'lim, chaqiriqqa qadar boshlang'ich tayyorgarlik, tashkil etish, o'qitish metodikasi, zamonaviy o'qitish talablari, o'quv topshiriqlari, nutqiy kompetensiya

АННОТАЦИЯ

Современное состояние и перспективы перехода к кредитно-модульной системе в разработке самостоятельных учебных задач студентов при организационной допрофессиональной начальной подготовки и ее преподавания, кредитно-модульной

системе высших учебных заведений на основе лучшего мирового опыта системы принципы, обучающийся, признание результатов образования. Желательно до созыва создать возможность самостоятельного формирования образовательной траектории и академической мобильности, накопления оценок, заинтересованности преподавателей и студентов в организации и преподавании начальной подготовки, а также введение четко определенных Система оценок вполне оправдана.

Ключевые слова: методика, педагогические особенности, высшее образование, допрофессиональная начальная подготовка, организация, методика обучения, современные требования к обучению, учебные задачи, речевая компетентность.

INTRODUCTION

The current stage of the development of higher educational institutions of our country sets qualitatively new requirements for the content and methodology of education, to increase its effectiveness. In the Action Strategy for the further development of our republic, "Further improvement of the continuing education system, increasing the quality of educational services, continuing the policy of training highly qualified personnel in accordance with the modern needs of the labor market" is defined as an important priority task. In the book "New Uzbekistan Strategy" by the President of the Republic of Uzbekistan, Sh.M. Mirziyoyev, "We all see how fierce the competition on the world scale is at the moment.

"We can adequately respond to this fierce competition only by widely introducing the achievements of modern science, high technologies and innovation." In recent years, increasing the quality level of personnel training, training highly qualified specialists based on international standards, establishing close cooperation relations with the world's leading higher education institutions, introducing advanced pedagogical technologies based on international educational standards into the educational process, Normative foundations for the wide introduction of curricula and teaching-methodical materials are being created.

Today, science is developing rapidly, this is the demand of the times. In the higher educational institutions of foreign developed countries, a new method of imparting knowledge to students based on independent education, the credit-module system, has been introduced, which is certainly effective in training knowledgeable and competitive personnel in every field. The purpose of introducing the credit-module system is mutual recognition of specialized diplomas offered to students of higher education institutions of the countries that have joined the Bologna Declaration, to establish student exchange, to select the most knowledgeable among the knowledgeable, implementation of scientific projects and others. Therefore, in order to be among the developed countries of the world, we must educate the growing young generation.

In the methodical improvement of independent education, the Credit-module system allows each student to achieve specific goals of learning and cognitive activity completely independently (or with the support of a teacher).

Law of the Republic of Uzbekistan "On Education" dated September 20, 2020 No. ORQ-637, President of the Republic of Uzbekistan dated January 28, 2022 "On Development Strategy of New Uzbekistan" on" No. PF-60, dated October 8, 2019 "On approval of the concept of development of the higher education system of the Republic of Uzbekistan until 2030" No. PF-

5847, dated October 29, 2020 Decree No. PF-6097 "On approval of the concept of development of science until 2030", No. PQ-4884 of November 6, 2020 "On additional measures to further improve the education system", June 21, 2022 "Increasing the quality of pedagogic education and training pedagogic personnel" Decisions PQ-289 "On measures to further develop the activities of higher education institutions" and the Cabinet of Ministers' decision of December 31, 2020 "The system related to the organization of the educational process in higher education institutions" 824 "On Improvement Measures" Regulation "On the Procedure for Introducing the Credit-Module System to the Educational Process in Higher Education Institutions" This article serves to a certain extent to increase.

Safety rules are studied in the field of science during classes conducted in higher military educational institutions of the Republic of Uzbekistan. For example, ORMV Rules of Battle of Ground Forces Part III Group, section, tank. (second edition supplemented and amended), REGULATIONS 2010. OR MV Group Commander. Study guide 2007. MO RU Nastavleniya fizicheskoy podgotovki. Training manual 2020. Manual for the platoon commander of the OR MV - part II - combat activities of the platoon commander. Guide 2012. the safety rules applied during military exercises and combat training exercises are expressed in the literature, but the content of the safety rules applied in different conditions of military exercises and combat training exercises is not fully reflected.

A.Yu.Sotvoldiev "Organization of initial training before the draft and its methodology", training manual part 1-2. T. 2010.

A.Yu.Satvoldiev's study guide describes the main forms and methods of teaching the science of primary preparation before the conscription, its organizational foundations and the curriculum of the science of primary preparation of young people before the conscription of educational institutions. Sufficient information has been provided on the procedure for training.

Traditional classes at the Higher Education Institution are aimed at imparting knowledge to students, especially future specialists, memorizing information through independent learning, military tactical analysis of sentences from various sources. This does not meet today's requirements. Life presents various problems to mankind, and everyone should have the ability to solve them independently. In this sense, problem-based learning technology was introduced in pedagogy. Questions and assignments play an important role in problem-based education.

The essence of problem-based teaching is that the teacher does not convey knowledge in a ready-made form, but the teacher sets problematic tasks in the form of questions or tasks, and encourages the teacher to look for ways and means of solving them. This, of course, is done by independent reading of questions and assignments.

And the assignment repeats a mental or practical action in order to master it or improve its quality. "Pedagogical Technology", "Tafakkur Bo'stoni" Tashkent-2012 (Avliyokulov.N.X, Musayeva N.N.) this book mainly deals with the theoretical and methodological foundations of pedagogical technology, design of pedagogical technology, modern teaching technologies, modular teaching technologies information about is provided independently.

However, on pages 185-197 of the book, information on the credit-module system is also briefly provided, "Bologna Declaration of June 19, 1999", in this declaration the opportunities after adding the requirements for joining the Bologna Declaration, etc. are highlighted (Gumileva. L.N: Dissertation on "Modernization of higher education in Kazakhstan on the basis of the

credit education system") in this dissertation, the changes in the education system when the credit system of education was introduced into the education system of Kazakhstan were covered (Kokeybayeva Guljaukhar: Dissertation on "Global trends in the development of education and academic research") in this scientific article, the conditions, opportunities and first experience of introducing international standards in the education of Kazakhstan, in particular, the study of independent education and the credit-module system. reviewed, (Professor Kerezbekov.K: "Research credit system of the Kyrgyz State Law Academy under the Government of the Kyrgyz Republic"), (Emma Pollard, Kari Hadjivassiliou, Sam Swift:

The scientific research work on the topic "Reviewing the Stages of Credit Transfer in Higher Education"), in this research work, a review of the literature on assessment in the credit system, studies on credit transfer as a way to support the flexibility of study in higher education are important. is important.

The introduction of the module-credit system in higher military education indicates an increased focus on independent educational tasks. The need to critically study the content of independent educational assignments, questions, assignments, describe and classify them from the point of view of developing and evaluating military skills and qualifications in the teaching of military education in accordance with state educational standards and national assessment criteria. there is.

Russian pedagogues A. N. Leontev, J. A. Ponomarev, S. L. Rubenstein, etc. made observations about educational tasks and their role and tasks. In particular, Leontiev characterizes the concept of "independent task" as follows: "an independent task is a goal set forward based on certain conditions." In world pedagogy, Australian scientist Professor Jacques Richards was specially engaged in methodical, psychological-pedagogical research of independent education tasks. It should be noted that Western pedagogy focuses on practicality.

The first pragmatic ideas were developed by the American philosopher and pedagogue D. Dewey. Bereznyuk V.V., Zaysev A.V., Kovtunenkov O.V., Chornokur about the introduction of independent education and the credit module system in the countries of the Commonwealth of Independent States, the assessment of the level of knowledge of students regarding independent education and their improvement, the advantages and disadvantages of the credit-module system of assessing the quality of students' knowledge O.A., Zhelyabin V.A., Ilyashenko N.S., Melikhova T.O., Shevchenko T.I. and others reflected in their scientific and research works.

Among foreign scientists, S.Anderson, B.Bloom, N.Gronlund, L.Hoffmann, L.Cronbach, R.Linn, R.Stiggins, and H.Yulek conducted research on issues of education quality management, evaluation and control. . Study and analysis of regulatory documents related to independent education and credit-module system (standard curricula, science programs, complexes, etc.), independent education, observation, questionnaire, study and generalization of pedagogical experience. From the above points, we can conclude that in the credit-module system of methodical improvement of independent education, students do not face any obstacles in evaluation.

Grades of students are given by the subject teacher depending on whether they complete the given tasks correctly on time. The credit-module system increases students' interest in independent learning, and in this system, students' learning rate improves. It will help students

to find their place in the labor market, focus on independent learning in mastering subjects, choose a subject teacher regardless of their academic title, and help them become mature specialists in their field.

Studying pedagogical, psychological and methodical literature on students based on the introduction of the credit-module system of independent education in military education, analyzing the pedagogical possibilities in class activities; Firearms (ognestrelnoe orujie). A weapon that uses the force of gas pressure and release energy generated during the combustion of a combustible mixture (gunpowder) to throw a damaging element (bullet, projectile or mine) from the barrel channel. Includes projectiles and projectile damage. Firearms are divided into four classes, namely: bullet weapons, artillery-mortar weapons, jet weapons and grenade launcher weapons.

Firearms are also classified by the type of deployment (land-based, ship-mounted, aviation-based) and damage targets, in particular: anti-personnel, anti-aircraft, anti-tank, and similar weapons.

Methodical development of independent education from the subject of military education, improvement of level indicators of ensuring continuity of military education from students based on the introduction of the credit-module system; on the basis of didactic principles, non-standard assignments, improvement of the methodology of development of educational technologies aimed at military education from students based on the introduction of a credit-module system of independent educational work from military education;

Evaluation of the effectiveness of experimental work on the introduction of the credit-module system of independent education in military education, development of recommendations; Evaluation of military education students based on the credit-module system has been brought into one system, development of communicative, integrative, creative andragogic knowledge and skills on the basis of oriented educational technologies, approach based on determination of indicators; study of pedagogical, psychological and methodical literature on students based on the introduction of the credit-module system of independent educational work in military education, methodical development of independent education in military education based on the analysis of pedagogical possibilities in class activities, improvement of level indicators of ensuring continuity of military education from students based on the introduction of the credit-module system; on the basis of the introduction of independent education and credit-module system of military education, the development of systematic, active and person-oriented communicative approaches to pedagogical learning from students; Based on didactic principles, non-standard assignments, the introduction of credit-module system of independent educational work from military education, it is important to improve the methodology of developing educational technologies from students to military education.

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