



## CREDIT - MODULAR TRAINING IN IMPROVING THE COGNITIVE COMPETENCIES OF STUDENTS

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<p><b>Received:</b> February 7<sup>th</sup> 2023 <b>Accepted:</b> March 6<sup>th</sup> 2023 <b>Published:</b> March 7<sup>th</sup> 2023</p>	<p>The article presents the value of modular education at the university, which is expressed in the development of independent thinking under the guidance of a teacher. Ultimately, modular training enhances the cognitive and qualifying competencies of students.</p>
<p><b>Keywords:</b> modular training, independent study of the subject, improvement of the student's cognitive competencies.</p>	

### INTRODUCTION

Attempts to improve European education according to uniform standards began in 1957, when the Treaty of Rome was signed, which set fundamentally new tasks: bringing national legislation in the field of education to common European standards, expanding access to higher education, increasing academic mobility of students and their demand in the market labor, the creation of long-term training systems. Over time, these ideas were developed in the decisions of the conferences of ministers of education of European countries [1], in the Maastricht Treaty. In the future, various programs were introduced under the auspices of the EU and the Council of Europe. In 1997, the Council of Europe and UNESCO developed and adopted the Lisbon Convention on Qualifications Relating to Higher Education in European Countries. The Lisbon Agreement did not pursue the unification of higher education, but recognized and respected the value of diverse educational systems. Citizens of European countries should have access to the common values of education, science and culture of all countries. A year later, France, Italy, Great Britain and Germany signed the Sorbonne Declaration aimed at creating an open European higher education area. In 1999, 29 European countries in the city of Bologna officially declared and began the process of uniting four thousand European higher education institutions [4].

In Uzbekistan, a material and scientific-educational-methodical base has been created for the introduction of modular-credit education, along with traditional, distance learning, which is emphasized in the Law "About the Education". In the Republic, a number of universities (TSPU, BSPU) are gradually introducing elements of modular-credit education.

### LITERATURE AND REVIEW

A modular lesson is an element of a modular program and consists of the following structures: 1. The motivational stage is a conversation that sets you up for independent activity in the lesson. Instructions for subsequent work. 2. Work with modular blocks - educational elements (EE), which are structured in a certain order, numbered and offered to students in individual sets. The number of UEs in a lesson should be no more than seven. 3. Reflection is a self-assessment of the level of productivity in the lesson. A differentiated task for working at home, the choice of which depends on the result of working with the module.

During the lessons, the teacher uses technological maps as ergonomic approaches, which outline the structure of the educational material, according to the module. The development of educational material takes place in the process of vigorous activity of students, the skills of independence and self-control develop, the cognitive interest of students increases, and the ability of students to plan their activities develops.

Modular learning has the following principles:

- Modularity. The educational material is divided into separate complete blocks, logically interconnected and united by one didactic goal.
- Dynamism. Modules can be freely supplemented, replaced depending on changes in the programs on which training is based, which expresses electronic options in an ergonomic relation.
- Flexibility, adaptation of the content of the module to the individual needs of students, that is, modular training is directed to the student, which also speaks of an ergonomic nature.
- Conscious perspective. The student is given near and far goals. Education is based on a conscious attitude to the process of mastering knowledge.
- Individual consultations and instructions for each student. The ergonomic attitude of modular education also provides for the role of the teacher, who breaks the educational material into blocks, composes a modular program,

and develops modular lessons. The main goal is to organize independent activities of students when working with the module, which is an ergonomic approach. To do this, during the lesson, the teacher controls the educational process, provides consulting assistance. Keeps track of the time to complete each learning element and informs students about the time limit. The ergonomic approach to modular learning also has benefits for the teacher and students. The teacher has free time in the classroom for individual counseling of students. The main difficulties for the teacher: the development of materials for the module (a set of tasks, tests, instructions) requires a lot of time and effort, a high level of professional competence is required, material costs for copying sets of tasks for each student.

Advantage for students: self-learning of educational material, psychological comfort in the classroom, work with modules is carried out at an individual pace, an individual work trajectory at each module lesson. At the same time, there are difficulties for students: a time deficit in completing assignments, a high pace of completing assignments, not all students are able to work independently, a low and fragmented quality of mastering educational topics that can be corrected by the teacher's advice.

Evaluation of the results of modular-credit training. The work of the Credit System Establishment on the European Credit Transfer System (ECTS) was taken as the basis for evaluating the results of module-credit training. Credits are conventional units in which the volume of education in hours is determined. Behind each such unit is a certain number of mastered concepts, connections between concepts, acquired skills, that is, the total labor intensity of the acquired knowledge and skills, including independent work of students and their passing intermediate and final exams, other types of educational work. A European bachelor's degree requires 180-240 hours of credits to be accumulated, and a master's degree requires an additional 60-120 hours. It is the system of credits that is considered as a means of increasing the mobility of students in the transition from one study program to another, including postgraduate education programs. ECTS will become a multi-purpose tool for student recognition and mobility, a tool for reforming curricula, as well as a tool for transferring loans to higher education institutions in other countries. The credit system makes it possible to take into account all the achievements of the student, not only the academic load, but also his participation in scientific research, conferences, subject Olympiads, etc. The credit system includes 50-60% of the student's extracurricular or independent work and 40-50% of classroom, study load. In addition, with the modular system of education, a rating assessment of knowledge, skills and abilities is used, which takes into account all types of student learning activities (classroom and extracurricular), evaluated by a certain number of points.

Rating - an individual cumulative index of a student, formed on the basis of learning outcomes. The rating is constantly changing depending on the results of the student's daily work. The use of the rating assessment of knowledge is intended to:

- to encourage the student to regular and systematic work on mastering the discipline;
- introduce an element of competitiveness into the learning process by replacing the average categories (excellent, good, satisfactory) with a more differentiated assessment and the possibility of its constant accumulation;
- to interest students in the successful mastering of each element of the curriculum, as they all contribute to the formation of the overall student rating;
- to create an objective criterion for determining the best students for promotion (various scholarships, awards), as well as recommendations for postgraduate studies, etc.

### CONCLUSION

State attestation of students is carried out in accordance with the current regulatory framework of universities.

In Uzbekistan, elements of credit-modular education are being introduced gradually at the TSPU, BSPU in connection with the adoption of the Law "On Education" dated September 23, 2020 No. 637.

Thus, modular-credit learning, which is based on an ergonomic approach to learning, involves the development of European cooperation to ensure the quality of education, the creation of comparable criteria and methodologies; European standards in the field of higher education (development of curricula, schemes for integrating educational, research and educational programs, cooperation between educational institutions). Summarizing the analysis of modular learning, we can define it as based on an active, independent, conscious learning process, with a personal direction, which is typical for pedagogical ergonomics. Modular education ensures the obligatory study of each component of the didactic system and their visual representation in the modular program and modules; a clear structuring of the content of training, a consistent presentation of theoretical material, providing the educational process with methodological material and a system for assessing and controlling the condition of knowledge; provides for the variability of training, the adaptation of the educational process to the individual capabilities and needs of students.

In addition, an ergonomic approach to modular-credit learning is expressed in the design of information blocks of modules with various schemes, tables, animations, multimedia for better assimilation of information. In addition, comfortable learning conditions are created that contribute to the improvement of the qualification competencies of the teacher and the cognitive abilities (knowledge, skills) of students. Psychological adaptation to the perception of modules develops, the independence of students increases their creative, interactive and creative capabilities; conditions are created for the participation of students in the learning process

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