ADVANTAGES OF MODULAR LEARNING TECHNOLOGY

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The dynamic development of higher professional education, caused by the social needs of society, has been led to a change in the main guidelines of educational activities at the university. One of the most important features of the modern pedagogical process is technological effectiveness. Dividing training into stages, levels, determining effective ways to combine techniques, teaching methods, the use of multimedia technologies, and the skill of the teacher - all this in practice can create the necessary conditions for the introduction of modern teaching technologies. In this case, not only the content of pedagogical and educational activities changes, but also significant transformation occurs in the structures of educational information and forms of transmission for assimilation by students, in particular during modular training.

Many universities recently use the technology of modular training, which increases efficiency the learning process and meeting all the requirements of the educational process. Distinctive features of modular training in comparison with other training systems are determined by such as well-known parameters as its goals and content, forms and methods, methods of interrelated activities of a teacher and a student.

A module is an educational base unit of an integral and logically structured program in a certain discipline. It includes logically and didactically completed independent sections of the lecture and practical courses, educational and technological maps, literature, control blocks and a reporting form. In the module, professional-applied enlarged problems, goals, taking into account the specifics of the university and the requirements of the state standard are highlighted.

Its basis is the organization of the educational process in the conditions of the credit-modular system of training specialists. Modular learning is very similar in its ideas and organizational forms to programmed learning. Learning modules and tests can be easily transferred to a computer learning environment.

The system of modular learning is becoming popular due to distinctive features (individualization of the learning process, activation of cognitive activity, creative development and self-expression of the individual, and others).

The essence of modular training is that the student, more independently or completely independently, can work with the proposed individual curriculum containing a target action plan, a bank of information and methodological guidance to achieve the set didactic goals. The functions of a teacher can range from information control to consultative and coordinating.

The specific features of modular training include the following:
1) The content of training is presented in complete independent complexes (modules);
2) The ability to choose a level;
3) An increase in the independence of students' work;
4) The activity of a teacher becomes more informational and advisory, etc.

The most important components of modular training are a modular program, module, learning element. Modular invariant programs are based on modules that represent professionally significant actions (educational elements). The advantage of a modular program is flexibility, variability, the ability to adapt it to changing conditions. For each modular program of the academic discipline, a package of training modules is compiled. The effectiveness of using the module in the educational process depends not only on the completeness of educational information, but also on what forms and means it is presented. The form of presentation should ensure the most effective assimilation of educational material by trainees in the specific conditions of the educational institution.

The module consists of the following blocks - informational, performance, methodological and control. The knowledge system is formed by the content of the information block, which contains theoretical material (UMK, EUMK,

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lectures, literary sources). When forming the information block, a table of the specification of educational elements and concepts is drawn up. One of the main characteristics of the information block is the visual expression of the main idea of the content of the educational material.

In order for the knowledge of the trainees to have a conscious character, it is necessary to carry out practical work. For this, the training module includes an executive block containing laboratory, practical work, and various tasks. These two blocks represent the learning content system. The methodological block contains recommendations for studying the material in the student's independent work. The control block is included in the training module to determine the level of formation of knowledge and skills and, together with the methodological block, represents a system for managing the interaction between the teacher and the student in the process of studying the module.

Nowadays, the concept of block-modular learning has become increasingly common - one of the types of programmed learning that has been known since the 1960s. Currently, modular learning technology is used in various ways and has been studied since the early 1980s. Block-modular learning is based on several concepts. Block-modular training also inherited the basic principles of class-lesson (traditional) teaching technology: the principles of visibility, consistency, regularity, control and some others, including in the use of the educational material base. The development of modular technology helps to eliminate some of the existing deficiencies in learning. In modular training, the main thing is the individualization of training. From the point of view of J. Russell, the presence of selective modules and their free choice allows all students to study the educational material well and, most importantly, individually. It is important that tasks for students are difficult to complete, but, at the same time, that there is no intrusive pedagogical guidance. This transition from traditional to modular and distance education involves the use of different learning technologies. And in this regard, many different technologies have been developed. One of them is the block-modular learning technology. Such training was developed not only for teaching "technical" academic disciplines, but also for such a humanitarian subject at the university as a practical course of the Russian language. The training process of a modern specialist should not end at a university, it should be continuous. It is very important to train specialists in the search for independent knowledge, the ability to find the correct answers to problematic questions and use them to gain new knowledge. Block-modular technology today is considered the optimal form of teaching complex and difficult topics in the specialty of the university course of the Russian language. The main task of a higher education teacher is to teach self-selection and use of the necessary information. One of the teaching aids that allow you to solve this problem is modern pedagogical technologies, which, as you know, are subdivided into problematic, did active-play, collaborative learning, and other types.

Problematic learning has arisen as a result of great changes that have occurred in the course of the development of pedagogical science, in the process of teachers' search for ways to enhance learning. Research in this area has been going on for a long time. New problems arise in connection with the use of the achievements of the theory of individualization and computerization of teaching, with the use of various forms of group learning, etc. The student's acceptance of the problem, set by the teacher in the form of a problematic question or problematic task, is associated with the functional content of the problem. In this regard, the question arises: "What are the main functions of the educational problem? The answer to this question is contained in the analysis of practice based on the findings of scientific research, which notes two main functions of a scientific (educational) problem: determining the direction of scientific research. In contrast to the scientific one, the educational problem for the teacher is a means of managing the student's cognitive activity, a way of forming his thinking abilities. In the student's activity, the educational problem serves as a means of activating thinking, and the process of solving it is a way of converting knowledge into beliefs. Practice puts forward this task also because not every problem can be used by a teacher as a means of activating the educational process. Six basic requirements for the educational problem can be formulated, taking into account which the teacher can create the most effective types of problem situations. The educational problem should be interconnected with the material being studied and in a natural way, flow logically from it, as well as from the student's activity in analyzing the facts and phenomena that caused the problem situation. The learning problem should reflect the inconsistency of information. The main content of the problem should show the way to the cognitive process of search, urge to find ways to solve it. The unknown by some transitions must be associated with the knowledge known to the student. Problems should be feasible, that is, they should not be too difficult to solve, otherwise they will not arouse interest and students will simply try to get around them. But they should not be too easy: easy problems are quickly resolved and do not sufficiently activate the students thinking activity or are not perceived as problems at all. The wording of the problem should contain words that indicate concepts known to the student, which contain elements that have a connection with the unknown in the problem itself. Problem questions, tasks and study assignments, as well as examples given by the teacher when posing problems, should have an impact on the emotional state of the student, interest him in the educational material, and encourage him to be active. The educational problem should have such properties that help the conscious perception of students and develop an interest in solving it. The task is perceived by the student when the goal that can be achieved by solving the problem becomes very important and significant for the student. The teacher's knowledge of the basic requirements for the educational problem is considered one of the most important conditions for the successful statement of the problem and the organization of independent activity of students.

This is its tension and effectiveness, as well as timely identification and correction of the reasons for the decline in academic performance, that is, it allows the student to better master a particular discipline.

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The modular learning system is an innovative pedagogical technology that increases the efficiency of the educational process, makes it more individualized and dynamic.

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