



Creation of independent educational tasks in linguistics based on credit modules as a pedagogical, library and didactic task

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ABSTRACT

The current state and prospects for the transition to a credit-modular system for the development of oral competence of students of higher philological education, the principles of a credit-modular system of universities based on advanced foreign experience, recognition of learning outcomes. Substantiated is academic mobility, the accumulation of grades, the interest of teachers and students in science, as well as the introduction of a well-defined assessment system.

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Tilshunoslik fanida kredit modul asosida ARM, pedagogik va didaktik vazifa sifatida mustaqil ta'lim ishlarini yaratish.

ANNOTATSIYA

Kalit so'zlar:

kredit-modul tizimi,
og'zaki kompetensiya,
akademik harakatchanlik,
aniq belgilangan baholash
tizimi.

Oliy ta'limda talabalarning nutqiy kompetentsiyasini 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 trayektoriyasini mustaqil shakllantirish imkoniyatini yaratilishi va akademik mobillik, baholarning to'planib borilishi, Professor-o'qituvchi, talabalarning fanga qiziqishi, hamda aniq belgilangan baholash tizimini joriy etilishi maqsadga muvofiq ekanligi asoslab berilgan.

Создание самостоятельных учебных заданий по языкознанию на основе кредитных модулей в качестве педагогического, библиотечно-дидактического задания

АННОТАЦИЯ

Ключевые слова:

кредитно-модульная система, устная компетенция, академическая мобильность, четкая система оценивания.

Современное состояние и перспективы перехода на кредитно-модульную систему развития устной компетенции студентов высшего филологического образования, принципы кредитно-модульной системы вузов на основе передового зарубежного опыта, признания результатов обучения. Обоснована академическая мобильность, накопление оценок, заинтересованность преподавателей и студентов в науке, а также введение четко определенной системы оценивания.

Introduction.

In recent years, the methodology of language teaching in developed countries has achieved a number of successes. As a result, certain developments and reforms are taking place in the socioeconomic spheres of society. After all, language as a means of communication affects the development of all areas, so the issue of its linguodidactic teaching is always relevant. Today, most countries are making good use of the achievements of English language teaching, which is a model for world language teaching methods. Our observation is that the development of speaking skills is one of the key issues in international language pedagogy, and its implementation depends largely on the quality of the educational task. Modular credit systems also have several advantages. In this case, it corresponds to the very modern requirement of teaching the student and guiding him to work independently. The world's higher education system is important because it is based on the voluntary activities of students.

Literature review.

At least 10 institutions of higher education will be approved by international institutions when ensuring the implementation of Presidential Decree No. 5847 of the Republic of Uzbekistan on Approving the Concept of Developing a Higher Education System in the Republic of Uzbekistan by 2030 (Quacquarelli). Symonds World University Rankings, Times Higher Education or World University Academic Rankings) Advanced implementation based on experience. To solve this problem, we considered the ECTS system, investigated the experience of domestic and foreign universities using the credit module system, and selected the ECTS system (European Credit Transfer System). The Credit Module System Master Class was held by the "El Yurt Umidi" Foundation in collaboration with the Republican Higher Education Council, with several seminars and training courses on the ECTS Credit Module System. Republic of Uzbekistan. Why should I

switch to the "credit module" system of the newspaper "Khalq Sozi" There are several articles published on purpose, nature, benefits, and how the Credit Module system promotes student services or the potential of the Student Office, but you are accustomed to the process in the form of traditional education. I am facing this problem because I don't know what I am doing. The issue of literature is the formation of a list of foreign literature for a new science course (curriculum) and the gradual assimilation of foreign literature. Of course, this responsible task can be performed by an improved learning task. In this sense, the issue of improving the linguistic and didactic foundations of the credit module system is crucial in the development of native language teaching tasks in linguistics education. Work on creating textbooks and manuals in Uzbekistan and Russian based on the foreign literature of the credit module system, forming an English group for new students in the 20202021 year, voluntary admission of English for students with a certificate Confirming their level of knowledge (IELTS, TOEFL, GER, etc.) and sufficient knowledge of English in English groups is an opportunity created by New Uzbekistan for young people. As of 2022, the total number of freshmen was 1,803, of which 394 were allowed to study in English groups. That's 22% of the total number of students. It is important to provide students with new literature for research, to create conditions for students to study independently, and to create opportunities for online access to foreign libraries.

Research methodology.

The scientific literature on language education in developed countries pays special attention to the content and effectiveness of educational tasks, and the educational process involves questions, simple questions, tasks, and independent research tasks with text analysis and exercises. It is used effectively. In international practice, homework assignments focus on effective communication. The independent study assignments used in practice are based on predefined criteria. Uzbekistan is also undergoing reforms in the transition to a modularcredit system in higher education. To be prepared, students need to develop independent work skills. The methodology of teaching the native language in linguistics is based on a linguodidactical competence approach, the formation of linguistic competencies in the course of the lesson is intended to lead to the development of speech competencies. According to requirements which based on international experiments help to develop skills of listening, speaking, writing and reading. I think it's a good idea to use this approach in a more creative way in your native language education. This is because students come to college as native speakers with specific speaking skills and abilities. Students acquire little skill in their native language (because they speak their native language). Our job is to improve their language education skills. In particular, Uzbek and literature teachers can understand, read, speak and write texts and conversations in their native language. The doctrine of native language teaching in this case improves the ability

of students to understand what they have heard, speak fluently and logically in literary language, read and understand texts, and write correctly and meaningfully.

Expanding the capacity of the lecture room, lifting restrictions on student participation in lectures, especially the opportunity to listen to the lectures of the professors selected by the students, and the self-payment of teachers and professors. Digitization of the educational process requires digitization of the educational process at all universities, regardless of the form of education. The lesson plan platform prevents lessons from stacking at the same time. Lesson plans are displayed individually for each group, teacher, room, and subject. This makes it more convenient for managers, teachers, students and parents. Educational platforms are a means of communication between students and professors. Online lesson structure. Take an exam online, etc. Accessing the course through the link to the online migration increases transparency. The content and results of the study will determine the status and prospects for the transition to a credit module system in higher philology education.

90-100% - 5

70-89% - 4

60-69% - 3

Analysis and results.

Benefits of the educational credit system. Recognition of learning outcomes by learners. It is desirable to create opportunities for independent formation of educational paths, academic mobility, grade accumulation, faculty and students' interest in science, and the introduction of well-defined rating systems. [1.77] Ability to quickly change the contents of the syllabus. Professors and teachers have the opportunity to participate in mobility programs and participate in international rankings. Employers have the opportunity to contact competitive professionals who are challenging the formation of learning outcomes. The research period is 15 weeks per semester. There is a one-week grace period for the mid-term check. After each study period, students will be allowed to be absent for at least 5 weeks. In the meantime, students who are in debt can take a two-week retraining course in the relevant subject at their own expense. You can resubmit the final exam. Students who achieve positive grades as a result of retraining will have full access to the exam units assigned to the relevant subjects. At the end of the full education program, students are required to earn 240 credits for a bachelor's degree and 120 credits for a master's degree. The research period is 4 to 10 years for a bachelor's degree and 2 to 15 years for a master's degree. An average of 2.6 grades is required to pass the course. Students will not be expelled due to academic debt. 50% interval. Students who miss the past 50%, 5 (10 hours) or more in one subject without good reason will be disqualified from that subject and will be considered rejected. Students who earn less than 60% of the maximum points assigned to a subject are considered to have failed. A master is someone who has mastered at least 60% of the maximum

number of points assigned to a target. Students with academic debt have the opportunity to clear their academic debt by re-reading their account during the holidays.

In the credit module system, it can be concluded from the research experiments that the first module develops a working curriculum based on the modular curriculum (syllabus), divides the subject into several logically completed training modules, each defines the goals and objectives of the study module, defines the competencies that students should master, know and be able to apply in practice in the study module.

Secondly, prepares materials for classroom lessons (lectures), practical, seminar and laboratory classes on the training module (subjects), composes tests, case studies, forms individual assignments, information sources (list of recommended educational and scientific literature for use).

Third, it forms control assignments and assignments for independent study (writing essays, coursework, translating resources, preparing slides on relevant topics, compiling a glossary, a question-and-answer bank) provides instructions.

Fourth, conducts lectures, workshops, seminars and laboratory classes, advises students on mastering relevant modules, writing coursework and qualification works.

The following educational elements are textual, cartographic (atlas, map), tabular (graphs, diagrams, histograms), illustrative (pictures), audio and video lectures, natural (collections, herbariums), game (situational), computer types are developed and put into practice. The main users of the qualification requirements are the management staff and professors and students of the Higher Education Institution. State attestation commissions and state bodies authorized to manage education. Used by the bodies providing funding for higher education institutions, the competent state bodies for accreditation and quality control of the higher education system, personnel customers and employers' organizations and enterprises, applicants, their parents and other stakeholders.

The concept of "competence" has entered the field of education as a result of scientific research of teachers and psychologists, and from a pedagogical and psychological point of view in the use of data, it means having a plan of action in a constantly evolving and complex process. Verbal competence does not mean the acquisition of specific knowledge and skills by linguists, but the acquisition of integrative knowledge and actions in each of the independent areas of language. In the formation of students' verbal competence, the specialist is constantly enriching their knowledge, learning new information, understanding important speech requirements, sound and their application in practice, taking into account the individual characteristics of students. cases, requires the ability to process and apply phonetic analysis.

When we refer to the types of competencies, verbal competence is the ability to be active in communication, the acquisition of skills, the formation of speech, the ability to communicate fluently, the ability to communicate. Oral and written literacy. Special competence - preparation for the organization of professional and pedagogical activities, rational solution of professional and pedagogical tasks, evaluation of results, consistent

development of BСМ, on the basis of which this psychological, methodological, informational, creative, innovative and communicative competence is observed. They include the following content:

Pedagogical-psychological competence - the ability to create a healthy psychological environment in the pedagogical process, the organization of positive communication with students and other participants in the educational process, timely understanding and elimination of various negative psychological contradictions;

Methodological competence - methodologically rational organization of the pedagogical process, the correct definition of educational or pedagogical activity, the appropriate choice of methods and tools, the effective use of methods, the successful use of tools;

Information competence - search, collection, sorting, processing of necessary, important, necessary, useful information in the information environment and their purposeful, appropriate, effective use;

Creative competence - a serious and creative approach to pedagogical activity, the ability to demonstrate their creative skills; Innovative competence - the promotion of new ideas to improve the pedagogical process, improve the quality of education, increase the effectiveness of the educational process, their successful implementation in practice;

Communicative competence is the ability to communicate sincerely with all participants in the educational process, including students, to listen to them, to make a positive impact on them.

Personal competence is the gradual achievement of professional growth, professional development, demonstration of one's inner potential in professional activity.

Technological competence is the mastery of advanced technologies that enrich the professional and pedagogical competences, the use of modern tools, techniques and technologies.

Extreme competence - the ability to make rational decisions, to act correctly in emergencies (natural disasters, technological process failures), in the event of pedagogical conflicts.

In the formation of verbal competence, it is necessary to integrate all aspects of speech, from the alphabet to the sound, through a variety of educational methods, game technologies. Let's talk about student-specific speech processes. So, based on the opinion of a linguist-researcher in the field of application, we have developed the following structural bases of student-specific speaking competence: Student age is taken into account. You need to pay attention to phonetic changes.

Oral competence enables students to apply philological knowledge in practice. Areas of application determine their specificity and accuracy (English, French, German). Students will be able to communicate with their peers, memorize sounds, be more motivated by the teacher to analyze the text. it is important to teach students individually and collectively, to teach them new ways of educational activities through the study of

speech competence, and to focus on creative, critical thinking in speech. Therefore, we linguists can interpret speech competence as the result of oral and written literacy, philological preparation, student ability, and at the same time, certain actions. In other words, verbal competence is a category of linguistic activity that manifests itself in the process of a student's teaching activities aimed at completing the tasks assigned to them.

Differences in sound separation.

- Phonetic competence.
- Flexible reading of the text based on the insert method.
- Ways to use innovative technologies in the development of speech qualities.
- Methods of developing the ability to memorize.

How to work with a dictionary. Lexical competence

As an expert:

- Methods of improving the speech process on the basis of a clear goal, aspiration;
- Methods to increase the effectiveness of the speech process, self-efficacy;
- Methods of acquiring constantly updated philological knowledge;
- Advanced technology, methods and tools to be aware of;
- Methods of effective application of the latest scientific and technical innovations

in higher philological activity;

- Methods of improving professional skills and abilities;

According to the pedagogue-psychologist N.G.Vitkovskaya, a person is able to mobilize internal (knowledge, skills and abilities, spiritual qualities, psychological characteristics) and external (material-technical, social) capabilities aimed at solving the problems of competence.

From a psychological point of view, according to A.K.Markova, competence is a characteristic of a certain person, that is, an individual characteristic of a person in terms of the degree of suitability for professional requirements. Professional educator NA Muslimov in his research has identified six qualities that form the basis of the formation of professional competence of a teacher:

1. Motivational qualities (covering the needs, motives and goals of a person's chosen profession, which is formed and developed throughout his life);
2. intellectual potential (based on all official documents, the teacher seeks to convey information and data, to form knowledge, skills and competencies);
3. Willpower qualities (goal-orientation, ability to overcome internal and external obstacles, physical and mental stress, self-control and initiative);
4. Practical skills (psychological, pedagogical, methodological and technical-technological abilities, skills, skills in various areas of student activity and communication);
5. emotional qualities (formation of the necessary skills to manage their emotions; their specific feelings (anger, rage, resentment, jealousy, empathy, shame,

pride, fear, jealousy, love and manage others) and understand their own emotions and their causes);

6. Self-governance (freedom to choose goals and means of achieving them, conscientiousness, critical approach to one's activities, comprehensiveness and awareness of actions, ability to compare one's behavior with others, confidence in the future, self-confidence be able to maintain and manage their physical and psychological condition at the required level).

Thus, a number of studies have directly studied the professional competence of linguists and its specific aspects. Such researches include the researches of B.Mengliyev and L.R.Raupova. The pedagogical professional competence of the teacher, in teaching the student its peculiarities, of course, takes into account the individual characteristics of the student, the educational process, the knowledge of the psychological environment of the first year.

Conclusion.

Beginning in the 2020-2021 academic year, the following measures will be taken to organize traditional reading and ensure the quality of the subject. Guarantees full compliance with credit system requirements. Accelerate work on creating educational and methodological support in the field of credit systems. It is important that the content of subjects with low proficiency in the credit system, the quality of instruction by professors and lecturers of the department are analyzed, and appropriate measures are formulated.

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