



ACTUAL PROBLEMS OF MODERN SCIENCE, EDUCATION AND TRAINING

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LINGUOPEDAGOGICAL FEATURES OF THE CONTENT OF MOTHER TONGUE EDUCATION IN THE CREDIT-MODULAR SYSTEM

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Abstract: the article examines the current state of the use of textbooks in the higher education system, types of tasks, differences in the tasks of questions and tasks, the role of exercises in the methods of teaching the native language, the chosen topic of structured textbooks, as well as the compatibility of educational goals, the development of a system of skills and abilities.

Keywords: higher education, study assignment, exercise, question, work on text, skills and qualifications, types of exercises, importance of study assignments

Annotatsiya: maqolada oliy ta'lim tizimida o'quv topshiriqlaridan foydalanishning mavjud holati, topshiriq turlari, savol va topshiriqlarning vazifaviy farqlanishlari, mashqlarning ona tili, davlat tili o'qitish metodikasidagi o'rni, tuzilgan o'quv topshiriqlarining tanlangan mavzu, shuningdek ta'limning maqsadiga mosligi, bo'lajak mutaxassislarining topshiriq tuzish ko'nikma va malakalarini rivojlantirish tizimini ishlab chiqish masalalari haqida fikr yuritilgan.

Kalit so'zlar: ishlash, ko'nikma va malakalar, mashq turlari, o'quv topshiriqlarining ahamiyati.

Аннотация: в статье рассматривается современное состояние использования учебных пособий в системе высшего образования, типы заданий, различия в задачах вопросов и заданий, роль упражнений в методах преподавания родного языка, выбранная тема структурированных учебных пособий, а также совместимость образовательных целей, развитие системы навыков и умений.

Ключевые слова: высшее образование, учебное задание, упражнение, вопросы, работа над текстом, навыки и квалификации, виды упражнений, важность учебных заданий.

Introduction. Problem-based learning technology plays an important role in the development of text handling skills, which are being actively used in mother tongue education. Any text analysis can be turned into a problem-solving process through study assignments. It is enough to ask a question or an assignment correctly. Here the steps of solving the problem, checking the obtained results, comparing them with the original hypothesis, systematizing and generalizing the acquired knowledge and skills are important. Several courses combined into modules according to a certain principle



(usually according to the powers they form - general scientific, instrumental, communicative, etc.) and the whole number of credit units can be "pulled" and thus solve the problem of fragmentation of the curriculum and even partial "surfacing" the problem. The credit-modular system of organization of the philological educational process will need to positively address the following tasks:

- ✓ dividing the training material into modules by checking the mastery of each module;
- ✓ use a broader knowledge assessment scale; improving the objectivity of knowledge assessment;
- ✓ encouraging students' systematic independent work throughout the semester;
- ✓ creating real competition in training.

Literature review. The academic year at European universities lasts an average of 40 weeks. The total workload of the student's workload per year is equal to 60 credits. Based on this, the student should earn 30% of the income¹. In the current European "credit union" and "academic hours" system, there are several differences among the population. First, in almost all universities, academic hours do not include general work, only classroom work in standard and actual curricula. Second, the unit behind every European loan is not actually physical costs, but rather the knowledge acquired, more precisely, the methodological competencies.

A European student can voluntarily accumulate credit for a long period of time for a future diploma. Accumulation of credits allows the student, for example, to improve their skills during their lifetime, to obtain additional higher education. When collecting credits, a student does not lose the long-term study process, his breaks in study, as well as previously obtained credits. Even if they are deducted for some reason, the credits they accumulate can be: used to continue their studies at the university and are taken into account, which makes it significantly easier for a student to pursue a second higher education and allows loans to account for student work experience under certain conditions. In Russia, where the specialty is recommended as part of higher education, several years of practical use of credit modules have been put into practice. The above method of calculating loans needs to be corrected and explained in this approach. In general, this actually means that due to the module, the credit system has to show the amount of study load and time spent, mastering the course or the curriculum. This unit of measurement of a student's expenses is for the learning process: the time spent studying the course, its complexity, profile, and so on are taken into account. The total hours at the university include the following:

- audience load, which is about 50% of the total reading time amount;

¹Европа кредит тизими (ЕСПС). - Альмати-2003. — 150 С. Ефимов А. В. Олей беккув юртлар как математик притчаалар дхалплари. 2006. - 250 п. Высший преподаватель кредит тизими. - М.: Известия. — № 24 (57). Кубея Или. К. классик университет кредит обучение тизмин жорил Илиш характермари. - Олма-Ота, 2004. — 150 С. Буслук Г. Е., Андреевко Р. Е., Колеченок А. А. модуль обучения. Минск: 2007. — 176 п. Кузнецова Или. I., Кравец А. G. сприси обучение траекториясининг кредит-модельный предложение. Известия-2009. Вол. 6. - 6-сон. Курина, В. А. Universithlarda Credential-модельный ряд инженерных специальностей. Harold.bn Серия: psixologiya va pedagogika fanlari. - 2011. - 1-son. - 67-75b. Гарга, В. В. кредит-модуль поддержки идеи: Умида и поражения. Дисциплина, культура, образование дунези. - 2010. - 6-сон. - с. 121. Хоботова, Е. В. управление кредитом-модульная технология по совершенствованию возможностей информационного бюллетеня — 2009. - 45 С. - с. 7-9.



- independent work of the student (50% of the total amount of study time), each lecture hour should be about 1.5 hours;
- time notes for reading and making recommended literature for the course;
- time to complete the written work;
- exam preparation time. This amount of time is approximately equal to the audience load.

Analysis and discussion. In practice, when recalculating credits is often determined relative to one of the disciplines, the credit varies from 1:18 to 1: 6 of the intervals of faculties in different directions, depending on the number of hours of audience load at different universities. There are problems with the mechanical approach in converting the study load into credit. The use of teaching assignments in higher education textbooks and manuals is not routine, and in recent years textbooks and manuals have begun to be created on the basis of instructional assignments. For example, in the textbook "Modern Uzbek literary language" published by H. Jamolkhanov, questions and assignments are given at the end of the topics.² In the higher education literature created before 2000, the assignments created for philological education are almost non-existent. For example, in the textbook "Modern Uzbek literary language" published in 1992 by U.Tursunov, A.Mukhtorov, Sh.Rakhmatullaev, no homework was given³. At the same time, attention is paid to the level of independence of students in the performance of educational tasks:

- special assignments are also given to increase knowledge, information;
- exercises and assignments that teach students to apply knowledge in a variety of speech situations are equally applicable.

There is a need to improve the curriculum in mother tongue education, if the following linguodidactic requirements are met, the curriculum will be modern and effective:

- ✓ Being able to develop multiple speaking skills while completing a learning task;
- ✓ Students' conscious approach to the implementation of educational tasks, adherence to the didactic sequence in their implementation;
- ✓ Be able to communicate correctly with artificial intelligence to find learning assignments from modern sources of information;
- ✓ Be able to use educational dictionaries effectively within the topic.

Improved learning tasks should meet the following main psychological and pedagogical objectives of problem-based learning:

- ✓ To develop students' thinking and creative abilities;
- ✓ The acquisition of knowledge and skills acquired by students in the process of active research and independent problem solving, as a result of which this knowledge and skills become stronger than in traditional classes;
- ✓ It should be appropriate to cultivate an active creative personality of the student who can see, set and solve non-standard problems.

²Jamolkhonov H. Hozirgi o'zbek adabiy tili darslik. –T., 2014. 96p.

³ Tursunov U., Mukhtorov A, Rahmatullayev Sh. Hozirgi o'zbek adabiy tili. Oliy o'quv yurtlari filologiya fakultetlari talabarlari uchun darslik, qayta ishlangan, too'ldirilgan uchi nchi nashr. –T., 1992. 400p.



Thus, the role of credit units is not limited to measuring academic knowledge but is loaded in units larger than the academic hour. Their use in the educational process has a broader purpose. Credit units have the following methodological and didactic requirements:

- ✓ taking into account the relative importance for the discipline of different audiences: the organization of lectures, seminars, laboratories, etc. ;
- ✓ determine the importance of a particular subject studied by the student and, at the end, determine the relative contribution of a certain period of study to it on average;
- ✓ sort students based on their reading results and set an individual rating for each of them.

Results. Credits are given to the student only on the basis of successful results. Completion of the final control on this subject (exam, test or final control work, etc.), the value of a satisfactory assessment does not affect the number of credits. The only thing is, it has to be positive. During the study, the bachelor must win at least 180 credits (three years according to the 60 credit norms per year) or at least 240 credits (four years). The student is eligible for more than 60 credits per academic year. In this case, the training program that must be successfully completed and the intermediate certification can shorten the training period.

The amount of workload in the curriculum for different subjects can be large, in general, for junior students, 1/3 of the time is spent on classroom work and 2/3 on extracurricular activities. For senior (final) course students, at least 3/4 of the time spent on mastering is allocated. Credit units are hired on a semester basis. For each syllabus, the three numbers are entered in parentheses, for example, (3:2:0). The number 1 indicates the maximum number of credits allocated for the development of the discipline; The number 2 indicates the academic hours allotted for work per week. audience (lectures, surveys, discussions, demonstrations and various combinations); Number 3 indicates the time allotted in academic hours per week: practical work (laboratory and practical training, seminars, course and design work, drawing and graphics work, work in the computer classroom).

An academic hour is 40-45 minutes. One possible approach may be such a division of labor intensity between audience and independent in student work: the credit module system regulates the university's multifaceted activities: curriculum, syllabus, schedule, assessing student knowledge, awarding degrees, determining tuition fees, and so on.

This system allows you to really evaluate the performance of the teacher and the student, help to determine the workload of teachers and regulate the workload of students. The study of the principles of credit-module methodology provides freedom of the process of philological education. The introduction of a single system of accounting for the workload in the credit system involves the following steps: it is possible to introduce a modular system, assuming that each discipline or module has a defined workload. Work is defined on the basis of: - tasks; - results obtained; - the time the average student has to spend to achieve them. - In each module or discipline there are some types and forms of teaching.



The credit-module system requires a lot of self-control from the student, as he or she has to plan his or her own personal education program, which is often very difficult for modern youth. There was also an increase in the share of independent work of students due to the redistribution of workload. Teachers emphasize that it is not possible for students to independently study a large amount of theoretical material, even at a low level of complexity⁴. Hence, reducing the volume of classroom work using credit technology of teaching directly increases the importance and status of the student's independent work. If in the traditional system of education independent work is one-third of the total labor intensity of the course being studied, then in the credit system of education it is two-thirds.

Conclusion. In conclusion, in the context of credit technology, the independent work of the student becomes one of the main resources for improving the quality of education and training of future professionals. The introduction of a credit-modular training system will lead to an increase in information about the course of the educational process, its processing and storage. During the final attestation, professors fill in the statements prepared by the dean's office, reports on the results of the final attestation are submitted to the dean's office, the dean's office determines the student's integrated rating on the basis of rating control statements. Therefore, for the exam results to be successful, the learning process must be consistently provided with an appropriate automated document management system. Therefore, at this stage in the development of credit-module system education is not a priority technology for the organization of credit-module methodology in higher education. However, it, like others, has its advantages and disadvantages, and in practice there are real reasons for inaction.

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⁴Hummatova Q.N. Ta'limning kredit tizimi sharoitida pedagogika universitetlarida algebra bo'yicha talabalarning mustaqil ishlarini tashkil etish shakli // Q.N.Hummatova. - Matn: bevosita // Молодой ученый. — 2020. — № 31 (321). - С. 142-145.