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**СИЁСИЙ МАТНЛАРДА КОММУНИКАТИВ СТРАТЕГИЯ ВА ТАКТИКАНИ
ТАДҚИҚ ЭТИШ МАСАЛАЛАРИ**

FEATURES OF MODULE-CREDIT, METHODS OF QUESTION USE AND COMPETENCE IN CREATION OF INDEPENDENT EDUCATIONAL TASKS

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Annotation

Current state and prospects of transition to the credit-module system in the development of independent learning tasks of students in philological education, the principles of the credit-module system of higher education institutions based on advanced world experience, recognition of learning outcomes. The possibility of independent formation of the educational trajectory and the need for academic mobility, the accumulation of grades, the interest of faculty, students in science, as well as the introduction of a clearly defined system of assessment are justified.

Keywords: pragmatic, pedagogical features, higher education, methods of teaching Uzbek language, modern teaching requirements, assignments, speaking competence.

It is known from international experience that the modular credit system has a number of advantages. At the same time, the fact that teaching a student, directing him to work independently, perfectly meets modern requirements. It is important in the world higher education system as it is based on the independent activity of the student. In the scientific literature on language teaching in developed countries, special attention is paid to the content and level of effectiveness of teaching tasks, and in the educational process, independent learning tasks are used effectively with questions, assignments and text analysis and exercises, as well as quick questions and answers. In international practice, assignments focus on the effectiveness of interaction. Independent, learning assignments used in practice are developed based on pre-defined criteria.

Uzbekistan is also undergoing reforms in the transition to a modular credit system in higher education. To be prepared for this, it is necessary to develop students' independent work skills. Linguistics module (science) is based on the methodology of teaching the native language, linguodidactical competence approach, the development of linguistic competencies in the classroom is intended to lead to the development of speech competencies. Skills (listening comprehension), (speaking), (reading) and (writing) are developed through specific requirements for language learning based on international experience. In our opinion, it is advisable to use this approach a little more creatively in mother tongue teaching. Because students come to the university as speakers of the language with certain speaking skills and competencies. Students develop only some skills in their native language (because they are carriers of the language), mainly to improve their linguodidactical skills is our next task.

Teachers of Uzbek language and literature, in particular, can understand, read, speak and write in their native language by listening to a text or conversation. In this case, the didactic task of the methodology of teaching the native language is to improve students' ability to understand what they hear, to speak fluently and logically in the literary language, to read and understand the text and to write correctly and meaningfully.

It was found that old textbooks and textbooks were used in teaching some subjects. In order to solve the problems, the ECTS system was studied, the experience of local and foreign universities in the modular-credit system was studied, and the ECTS (European Credit Transfer System) system was chosen. El-Yurt Umidi Foundation, in cooperation with the Republican Higher Education Council, organized several seminars on "ECTS modular-credit system in higher education institutions of the Republic of Uzbekistan: basic concepts and rules", hybrid master classes on modular-credit system passed In the 2022 academic year, the Main Scientific-Methodical Center (VIMM) organized 24-hour distance courses "Organization of educational processes on the basis of the credit-module system" for teachers of higher education institutions. These are the opportunities that; the new Uzbekistan is creating for young people. The first formative phase of our research is the development and implementation of programs and syllabi in the modular-credit system in all universities from 2019-2020. The total number of first-year bachelor students of the State University of Uzbek Language and Literature in 2021-2022 is 1803, of which 394 were recognized and approved to study in the English group. This is 22% of the total number of students. It is important to provide students with new literature for mastering, as well as to create conditions for independent study of students, to create opportunities for online access to foreign libraries. Expanding the capacity of lecture halls. Elimination of restrictions on student participation in lectures, in particular, the ability of students to listen to the lecture of the desired professor, an additional increase in the monthly salary of the professor conducting the course. Digitization of the learning process. Electricity of the educational process is required in all universities, regardless of the form of education.

Lesson Schedule (timetable) - The platform prevents the simultaneous sticking of lessons the lesson schedule can be displayed individually in each group, teacher, room and subject area. This creates convenience for management, teachers, students and parents. Educational platform - a means of communication between students and faculty. Study materials. Announcing student grades, etc. Vacancies in employer organizations, etc. Online. Organizing online lessons. Taking the exam online, etc. Access to classes through a link to the online transition ensures transparency. The content of the research, the results of which determine the current state and prospects of the transition to a modular-credit system in higher philological education¹.

¹ Usmonov B.Sh, Habibullaev R.A. Organization of the educational process in higher education institutions in the credit-module system. Study guide. T. "Tafakkur" publishing house, 2020. 120 p.

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Turning to the history of the educational process, the Bologna Process is a process of mutual harmonization of the quality and standards of higher education in these countries, based on the Bologna Declaration signed on June 19, 1999 by 29 European countries. ECTS (European Credit Transfer System) - standardization based on the European credit transfer system. Under the ECTS, a certain amount of credit is provided for each training module and a total of 180-240 credits are obtained for the bachelor. Each credit must be provided for a successfully completed module. In the credit system of education, test units are maintained for 7-10 years. A student who masters a subject with a positive assessment (3-5) will be given a full test unit dedicated to the subject. Because of academic mobility, all test units are recognized. Transfer from course to course: Students are transferred from course to course if the GPA - Grade point average exceeds the set value. Students are not excluded for academic debt. Educational trajectory. Students can choose the required subjects from the humanities, open electives, and open subjects. Graduation criteria. Collect 240 credits at the end of the full-time undergraduate program.

While programs and syllabi have been developed for 2019-2020, the following measures are being taken to organize traditional reading and ensure quality teaching of subjects from the 2020-2021 academic year. To increase the responsibility of professors and teachers in conducting quality lessons. Ensuring full compliance with the requirements of the credit system. Accelerate the work on the creation of teaching materials and syllabi in the disciplines of the module-credit system from the 2021-2022 academic year. It is important that the content of the subjects that are poorly mastered in the credit system and the methodological analysis of the quality of teaching by professors and teachers of the department and the definition of appropriate measures for them are developed in accordance with the purpose. In the credit module system, teachers can conclude from the research experience that, first, the development of a working curriculum based on a modular curriculum (syllabus), divides the subject into several logically completed training modules, defines the goals and objectives of each training module, , defines the competencies that need to know and be able to apply in practice.

Oral 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. Verbal competence - the ability to be active in speech communication, the acquisition of skills, the development of speech, the ability to communicate fluently, to speak. Oral and written literacy.

Special competence is the preparation for the organization of professional and pedagogical activities, the rational solution of professional and pedagogical tasks, evaluation of the results of activities, the consistent development of BCM, on the basis of this competence is psychological, methodological, informational, creative, innovative and communicative competence. They have the following content: **Pedagogical-psychological competence** - the ability to create a healthy psychological environment in the pedagogical process, to organize

positive communication with students and other participants in the educational process, to understand and overcome various negative psychological contradictions in a timely manner. **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** is the search, collection, sorting, processing of necessary, important, necessary, useful information in the information environment and their targeted, appropriate, effective use. **Creative competence** is 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, improvement of skills, demonstration of their inner potential in professional activity. **Technological competence** is the mastery of advanced technologies that enrich the professional and pedagogical BCM, 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 failure), in the event of pedagogical conflicts².

In the development of verbal competence, it is necessary to integrate all the situations specific to speech, from the alphabet to the sound, with a variety of educational methods, game technologies. Focusing on 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 speech competence: The student's course, age is taken into account. Attention should be paid to phonetic changes.

In his research, N.A. Muslimov³, a leading scholar in the field of professional pedagogy, based his professional competence on six qualities: motivational qualities (covering the needs, motives and goals of the chosen profession, formed throughout life), intellectual potential (all official on the basis of documents the teacher seeks to transmit information and data, to develop knowledge, skills and abilities), willpower qualities (aspiration, ability to overcome internal and external obstacles, physical and mental stress, self-discipline and initiative), practical skills (psychological, pedagogical, methodological and technical-technological skills, combinations, skills of the student in various areas of activity and communication), emotional qualities (development of necessary skills to manage their emotions, their clear feelings (anger, rage, annoyance, resentment, jealousy, empathy, shame, pride, fear, entertainment, love, etc.)

² M.E. Akhmedova and others. Pedagogical skills and professional competence of medical pedagogy. Textbook T.: "Medical Publishing House Printing House LLC, 2021-62-63p.

³ N.Muslimov. Professional development of future vocational education teachers. T.: Science. 2004 y.

and understand their own emotional states and their causes) and self-control (freedom in choosing goals and means to achieve them, conscientiousness, critical approach to their activities, comprehensiveness and awareness of actions, their behavior with others). ability to compare, to believe in the future, to keep and manage their physical and psychological condition at the required level). Hence, a number of studies have directly explored the professional competence inherent in linguists and its specific aspects. Such researches include the researches of B.Mengliev⁴ and L.R.Raupova⁵. The pedagogical professional competence of the pedagogue, methodical and didactic delivery of its peculiarities to the student, of course, taking into account the individual characteristics of the student, the educational process, knowledge of the psychological environment of the first year is of particular importance. In conclusion, in the system of credit module in the development of students' speech competence in the system of higher philological education, professors develop a working curriculum based on the modular curriculum (syllabus), divide the subject into several logically completed modules, define the goals and objectives of each module. identifies competencies that students need to master, know, and apply in practice.

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⁴ Qodirov M., Nematov H. Mengliev B. Et al. Native language textbook for 8th grade. - T.: Chulpon. 2019. 6-b.

⁵ L.Raupova. (co-authored). Modern Uzbek language. Syntax. Volume II. Textbook. Tashkent: "MUMTOZ SOZ", 2013, 309 pages. The current Uzbek language. Textbook. Tashkent: "MUMTOZ SOZ", 2020, 309 pages. (co-authored). L.Raupova. Speech culture. Textbook.- Tashkent: "Innovation-enlightenment", 2019, 138 pages