



## Features of the Organization of Education Through the Use of Modular Technologies

### Annotation:

*The scientific-theoretical basis of using modular technologies, advantages of modular teaching are studied in the article. Creation of opportunities to comprehensively solve the following modern issues of modular teaching and professional education: optimization and systematization of teaching content on the basis of module - activity, ensuring changeability and adaptability of programs; ensuring the mastery of competencies step by step (by modules); individualization of teaching; control the effectiveness of teaching at the level of teaching practical activities and evaluating observed movements; on the basis of professional motivation (interest), activation of the teaching process, independent work and full realization of teaching opportunities are shown.*

### Keywords:

*modular technologies, modular teaching, ensuring adaptability, individualizing teaching, professional motivation, interest, activation of the teaching process, independent work.*

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Preparation and adaptation to certain aspects of the process of modular teaching of General Sciences is carried out by taking into account important information. Assessment of the state of students, familiarization with the conditions of education, good knowledge of general - based disciplines-all this is considered to be information about the First conditions related to theoretical and practical training.

The conditions of theoretical and practical classes can be determined through the following 3 Analysis paths:

- student analysis (aimed at students);
- analysis of conditions (aimed at organizing training);
- analysis of the professional sphere (focused on educational material).

In student analysis, the teacher receives information in the net of knowledge, level of assimilation and learning and abilities of each student. Because students first apply the knowledge and experience they have acquired during classes, while also expressing their confidence. Their ability to study, personal status, age have a certain impact on the state of Education.

Just as each person and each group of students are different, new situations always arise in education. They, in turn, need to be mastered by the teacher.

As a result of the stratification of students according to their abilities, the teacher may recommend individual students to master the subject individual. If student analysis has not been carried out, then it



can lead to incorrect assessment, especially in problem situations. The analysis of the conditions includes important information on the organization and creation of the conditions necessary for Theoretical and practical classes included in the module.

Legal conditions are associated with such documents as a training plan and a modular training program that apply to the educational process.

The following necessary requirements are imposed on organizational conditions regarding the organization of theoretical and practical classes in the structure of the module: - selection of the place of training:

- time and duration of classes, practical classes;
- preparation for practical demonstrations; technical conditions.

These conditions are inextricably linked with the suitability of technical devices, auxiliary audiovisual means, teaching and learning tools (whiteboard, flipchart, projector, VCR), as well as the presence of electric current, water, air pressure, etc. The teacher of practical classes should make sure that there are prerequisites and that technical devices can be used at any time.

Professional field analysis. If the teacher is preparing to take a lesson for the first time, then he must have an idea of the general coverage and elements of the content component of the professional sphere (for example, the theory and practice of pedagogy) in which he wants to teach. It is recommended to conduct an analysis of the professional sphere as follows: to determine the goals of the professional sphere; to select educational content based on the goals and to determine the content of practical work.

Target modules content from various sources:

- from books or educational literature in the professional field;
- from technical literature (scientific technical journals, professional articles, patents, etc.); in most cases, the provision of theoretical knowledge in professional fields in modular teaching is developed on the basis of a strict logical sequence of facts, concepts, principles and methods.

Most often, the module consists of the following stages, which are associated with the definition of Subject Content:

1. Evidence to be taught within the subject.
2. Concepts related to evidence.
3. Principles that correlate evidence (functional relationship, rules).
4. Methods to be taught (educational processes, actions).

In fact, these stages are described in the following growing levels.

Knowledge is information that is assimilated and stored in memory, which can be used quickly and in accordance with a specific case. Knowledge is structured from the following 3 types:

Proof means understanding and correctly defining the object of teaching (for example, a future primary education teacher can clearly and correctly choose his direction).

The concept is the explanation, definition, as well as classification of the studied evidence.

The principle is the generally accepted rule. It expresses the relationship on the bed of one or more concepts.

The analysis of the professional sphere, which refers to the part of practical education, is carried out through the analysis of the educational process. Because such educational parts are not professional – logical, but go towards actions.



The following conclusions can be made on mastering the professional sphere:

- The teacher appears before the eyes of students not only as a person with knowledge and experience in the professional sphere, but also as a connoisseur of other areas.

It uses a variety of interesting games and techniques to convey this knowledge to readers. Through it, his authority in front of students increases. Therefore, the teacher is required to constantly work on himself and be "aware of each area."

In order for the practical part of the teaching activity to be well mastered by students, all the exercises that they must perform must be well mastered by the teacher himself. In order to know problem situations and be able to advise students in this regard, it is necessary to repeat practical exercises that are performed from time to time. The teacher must have and feel new literature on the professional field in order to acquire theoretical knowledge.

The peculiarity of the method of setting educational goals in teaching on the basis of the module is that the learning goals are determined through the results that are expressed and clearly visible and measured in the activities of students. In order to be able to repeat the teaching again by measuring, determining the learning objectives, each objective must have a criterion to be achieved, that is, the educational objective must be set in such a way that it is possible to draw a clear conclusion about its achievement.

The study objectives of the module can be formulated in the following 3 areas.

The field of cognitive learning. This area includes the application of information processed by the module, that is, evidence and concepts, principles and methods, through analysis and synthesis, evaluation. The field of cognitive learning combines the goals of keeping knowledge in mind, developing skills and abilities, and the intended learning. Psychomotor field of study. This field is designed to form the skills and abilities that are generated through practical work processes on the study of the module. For example, the use of a sewing machine and the execution of any sewing process in it concerns the field of psychomotor study. Hence, the reader expresses actions that are guided by desire.

The sphere of Affective learning. This area includes such emotional states as attitude, value, attitude towards discipline, Occupational Safety, preparation for Labor. In a theoretical lesson, mainly cognitive, and in a practical lesson, a more psychomotor sphere is used and is divided into the following categories:

To know means to remember and recollect facts and principles. In doing so, the reader can remember the knowledge they have mastered and tell them.

Understanding is an indicator of the ability to understand the essence of the material studied, based on understanding, conclusions are drawn, the current situation is analyzed. As an indicator of understanding, it is involved to interpret, briefly express the material or make suggestions in the next network of events, etc. Application of methods, rules, general concepts - this includes the application of rules, methods, concepts, principles, theories.

In this case, the results of training require mastering at a higher level than understanding the educational material.

Analysis it involves the ability to divide the whole into elements, the gradation of these elements and the ability to establish relationships, knowledge of the principles of organizing the whole. In this case, the learning results are characterized by their high intellectual level in relation to understanding and application, since it requires knowledge of the content of the educational material and its internal structure. Synthesis-the creation of a whole from the elements given in order to form new structures.



Represents an activity of a creative nature aimed at creating new schemes and structures through results.

The more specific the purpose of studying the module, the easier it will be to assess the degree of its achievement. When we can clarify the training objectives of the module, so much so that we get closer to achieving them. The most used indicators in the field of practical training include: conditions; quality; quantity; time.

The task to be quantified will be difficult to describe. For this reason, when expressing learning objectives, work differentiates between verbs that indicate action and work that do not indicate action.

Expressed learning objectives will also be available. If such teaching and learning materials are used, which are recommended at the stage of application, then it can be assumed that the mentioned learning objectives will be achieved.

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