

**DEVELOPMENT OF LESSON TRAININGS ON THE BASIS OF MODULE TECHNOLOGY**

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**Abstract**

The main purpose of the education system is to form a professionally mature person in all areas, to develop his knowledge, skills and abilities, as well as to train a competitive specialist. Analysis of foreign experience shows that the development of society depends on the development and improvement of innovative technologies introduced in the field of education. In order to improve this process, it is important to organize training sessions on the basis of innovative approaches to teaching and modular learning technology, which is an integral part of it, and thus increase the quality and effectiveness of education.

Modular education has emerged in opposition to traditional teaching, and has integrated all the advanced ideas accumulated in the pedagogical theory and practice of our time. The main purpose of modular education is for students to master the system of knowledge and turn it into skills on a specific subject. The module consists of a training session (block of information), 3-6 hours of lectures and related practical, seminar, laboratory classes (it is advisable to spend about 16-18 hours).

The basis of the modules is the working program of the discipline. The module can often consist of a science topic or interrelated topics. However, unlike the topic, in the MODULE everything is MEASURED, everything is EVALUATED.

In modular learning technology, the learning material is divided into blocks in the following order:



information block (information to be learned);

application block (problem solving, performance of tasks on the basis of acquired knowledge);

information correction block (additional explanation, assistance, practice in case of incorrect answers);

test-information block (check of the assimilated information); inspection and correction block [1].

Taking into account the above, the educational process is designed on the basis of modules based on modular learning technology. It emphasizes the need for students to study independently on the basis of the curriculum, the mechanism of which is based on a problem-based approach. Special attention was paid to the introduction of new disciplines in the design of the educational process in the curriculum, based on foreign experience in the creation of a new generation of State educational standards and curricula.

For example, EDAT 6000: Professional Decision Making for teaching design at Valdosta State University, Georgia, USA.  $3 \times 36 = 108$  hours EDAT 7132: Framework for Teaching. If the subject  $3 \times 36 = 108$  hours is included, the subjects are included in the Russian educational system (Pedagogical design. Educational design). As a result, the subject "Designing the process of teaching science in the technical category" was introduced in the master's specialties of higher education in the field of technology in the Republic of Uzbekistan [2].

Therefore, professors and teachers have a task to develop students' skills in creating educational projects on the basis of modular technology. The first is to create general schedules for all subjects, which represent the general purpose of the subject as well as the objectives of the major and middle sections (modules) of the subject, and then serve to create a project for all subjects: The first is that the whole subject is understood as a whole, and it is accepted as the "Greatest Module" at the highest level of the hierarchy. Then, the general educational goals of the subject and the hours allocated to this subject are determined and tabulated. The general objectives of the subject must meet the requirements of the SES developed for this subject and the society to the social qualities of the citizens of independent Uzbekistan. Second, this science, that is, the largest of the modules, is based on the logical nature of the knowledge and the completeness of the idea, and divides the study material into large sections, that is, the chapters, and so on. Then, on each floor, the goals of the module are set, the hours allocated to them are displayed, and will be tabulated.



The goals of a large module must be derived from the goals of the largest module and be an integral part of it. The sum of the hours allocated to each major module should be equal to the total number of hours allocated to the subject.

Third, each major module (chapter) is logically connected, and at the same time, the knowledge that needs to be imparted to students in terms of volume is divided into a pair of hours of training, which is called "Intermediate Module" and their educational goals are the same. and the table is formatted.

Thus, on the basis of the principles of national pedagogical technology, general schedules for the design of educational activities will be developed.

The second. Create individual schedules for each pair of hours of training, ie for each "Intermediate" module: The first, a pair of hours of training, is divided into several "Small" modules, taking into account the logical connection and implications of the knowledge imparted in the middle module. Finally, based on the general objectives set out above, the learning objectives for each sub-module are set and the time allotted to each sub-module is indicated.

Then, at the end of this small module, the work movements that students must perform are identified and tabulated. Second, each sub-module distinguishes the basic concepts from the knowledge imparted, on the basis of which control questions are formed to assess students' knowledge and skills, and the types and criteria of assessment are determined and tabulated. Third, the type of activity used in each sub-module is identified, and the pedagogical methods and techniques used in each sub-module are presented. A table will be created showing the information and communication technologies and didactic materials used in the development. Thus, on the basis of the principles of "Pedagogical technology" the task of creating individual schedules for the design of one lesson will be fulfilled.

Third. A sample scenario for the implementation of the training process will be written in the order shown in the separate schedules for the design of these training sessions. It summarizes the knowledge imparted in each secondary module, the type of lesson used to convey it to students, pedagogical methods, information and communication technology and didactic materials. The text of the script is written in the dialogue "Teacher" - "Student" and is based on general and specific methodological principles.



## REFERENCES

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