

Use of Module Technology in the Development of Professional-Methodical Competence of the Future Elementary School Teacher

Torayeva Sharofat

Termiz State Pedagogical Institute 2nd stage master's student of the Faculty of Primary Education

Muminova Umida Karshiyevna

Scientific supervisor, Teacher of Termiz State Pedagogical Institute

Abstract. This article shows that the concept of "pedagogical technology" entered science in the 60s of the 20th century, and the idea of introducing scientific and technical progress into education led to a situation where educational activity is subject to scientific laws and production. , as a result, it is assumed that it is possible to turn education and upbringing into massification, technologicalization, and that the concept of "pedagogical technology" is connected with the use of technical tools and software teaching tools in teaching.

Key words: module, element, general activity, information, logic, classification, complex, technology, psychological quality, thought, personal quality, logarithm, unit of measurement.

Module - the size of the educational material in the educational process, its goal, the logical connection of knowledge and the completeness of the thought, divided into hierarchical levels, or the module - the structural parts that make up the pedagogical technology expressive concept. These components, i.e. modules, consist of small modules and their various sets. In this case, a small component is called a small module, and others are called medium and large modules, depending on how many such modules it contains. Modular teaching technology represents a complex approach. A module is a logically separated part of educational information, which consists of a whole and complete content and mastery control. Each module consists of a set of interrelated tasks, which are carried out regularly according to the purpose. The module provides students with an opportunity to engage in common activities and work regularly within the framework of a common goal. Modular education refers to a combination of educational materials consisting of interconnected elements. The goal of modular education is to coordinate the educational goal, content, method and form, and tools, taking into account the needs of the student. The main task of modular teaching is to create an opportunity to teach a complete block of information, educational programs in parts through full, short or in-depth classification. In modular

teaching, in the educational process students work independently with educational materials made up of modules. As a result, the modular technology of teaching the subject "Mother language teaching methodology" was chosen as the basis of the planned pedagogical technology. The term "module" (from the Latin *modulus*, measure) is often used in the exact sciences related to numerical laws and the division of the whole into parts. In this case, the following is understood under the module: the name given to a particular important coefficient or quantity; module of the system of logarithms; unit of measure; in architecture and construction, the initial measure adopted to express the multidimensional proportions of building complexes and their parts; application of the module ensures compatibility of complexes, buildings and their parts, facilitates unification and standardization of construction; it is a unified functional network of radio-electronic equipment made in the form of an independent product. Using the module, noting the relatively clear correspondence between the whole and its parts (elements) is the first aspect for the pedagogical interpretation of the module in these definitions. In pedagogical (and psychological) science, "module" refers to the category of innovative concepts. Only in the mid-1980s, this concept began to be used in vocational orientation based on the modular approach to the psychological classification of professions.

Competency approach in vocational education is modular-competent in nature. A.K. Markova's personal-task modular approach paves the way for innovative pedagogy of modular teaching and represents the possibility of a broader interpretation of the module. If the module is a professional task (professional function) that requires certain psychological qualities from a person, then it is optional, including the classification of the pedagogical profession into the simplest derivatives ("cubes") or, on the contrary, modules that can be integrated into large units, supermodules ("blocks"). can be expressed as a set. Acquiring these tasks-modules by the students constitutes the process of education and training along with the acquisition of psychological and professional qualities necessary for the future work. Philosophically-methodologically, we adhere to one of Descartes' principles: "it is necessary to divide each difficulty that is investigated by me into its possible parts, in order to overcome them better." Referring to the systematic methodology, the modularity (divisibility, discreteness) of the voluntary system is an integral quality, as well as its integrativeness (continuity, continuity). From this, it can be concluded that pedagogical technology should have integrated and modular teaching tools in its arsenal. Their generality is expressed in the works of some researchers in the name of the form of teaching, for example, block-module. A module (educational module) is a part of an educational program and has a certain logical completion in relation to the specified goals and results of education and training. The educational module is a system of adapted concepts in the form of a set of knowledge systems structured in a certain way represents N.V. Bordovskaya and A.A. Rean cite a modular approach among three approaches to building and systematizing education: linear, concentric, and spiral. In the modular approach, as a whole unit of educational content, the entire content of each educational subject is divided according to the following directions:

- a) Methodological direction (related to worldview);
- b) meaningful-expressive; c) operationally active;
- c) Control-check.

It is clear that all four sections should form a harmonious unit. The content-expressive direction refers to the information that the future pedagogue should acquire in the interpretation of a certain methodological worldview. The operational-active direction refers to the operations, skills and abilities acquired by the specialist-teacher, who provides control and verification during the study process, that is, the assessment of the learner's activity. A.F. Shepotin considers the module principle to be an achievement of modern pedagogical technologies. Its essence is "to divide information into a module - into certain parts that not only help to master it well, but also depend on the necessary controllability, flexibility and dynamics of the educational process, its technologies." The information included in the module has a wide range of complexity, depth and integrity aimed at achieving an integrated didactic goal. The structure of the module has a constant and a variable part, and the ratio between them depends on the direction of the students' specializations and the level of development of pedagogical science. The researcher believes that the multi-level continuous education of the pedagogue "provides an integrative-modular system of professional education". The specialist's transition from lower levels of education and professionalism to higher levels, in our opinion, is his integrative goal - higher education, higher education, etc. is expressed as the acquisition of information and skills (modules) for obtaining a diploma of information, as well as separate certificates testifying to the mastery of this or that module - readiness to perform this or that professional function can be. L.D. Stolyarenko and S.I. Samigin gave a didactic interpretation of modular teaching; they believe that "a module is a logically completed part of the educational material that is carried out under the control of the knowledge and skills of learners." The basis for the development of modules is the working program of the subject. The module corresponds to the topic (or block of topics) of the studied subject. The authors emphasize that everything is evaluated in the module, that is, the attendance in the training, the initial, intermediate, final levels of learners and other indicators. The goal of the module is the learner determines the tasks and levels, qualifications and skills to be acquired. The number of modules depends on the desired frequency of science and control. Modular training is considered to be directly related to the rating control system. The number of points a student receives for a module is equal to the importance of the module in the program structure. Rating control by module can be meaningful, active, or meaningful-active. In the content-activity rating, not only the study of the material, but also the implementation of experiments and solving problems are evaluated. Module control represents the effectiveness of the pedagogical technology and the student's success in teaching. Educational modules logically connected to the system form the main content of the subject. The conceptual basis of the content is called a thesaurus. Based on the thesaurus, questions and problems, work lists by module are compiled. The types of rating controls and the amount of points for completing each task are shown. In this way, the student will be able to analyze his own success in mastering the material. According to the authors, the module contains two components:

- a) forms theoretical knowledge related to cognition;
- b) Educational-professional - training of professional skills and qualifications.

The proportion of these components is determined by the teacher's perceptions of the future specialist's professionalism. We agree with the authors who emphasize that the principle of systematicity should form the basis of the modular interpretation of the training course. The principle of systematicity envisages the following: a) systematicity of content; b) the

exchange of knowledge-related and educational-professional parts of the module, according to which the algorithm of development of skills and competencies related to professional-knowledge is provided; c) the systematicity of the control that logically completes each module. As noted by O.N.Oleynikova, A.A.Muravyova and others, the assessment of educational results within the framework of the modular-competence approach has the following two features. First, the assessment is carried out for each specific module. The assessment process aims to demonstrate or confirm that learners have mastered the required competencies expressed in this module and are able to perform all the required behaviors within the framework of these competencies.

In conclusion, it should be said that the assessment of educational results within the framework of the modular-competence approach has its own characteristics. First, the assessment is carried out for each specific module. The assessment process is intended to demonstrate or confirm that students have mastered the required competencies expressed in this module and are able to perform all the required actions within the framework of these competencies. Second, assessment is criteria-based, where assessment criteria are pre-defined and formulated in terms of the module's performance outcomes.

References:

1. Umida Muminova Qarshiyevna ISSN: 2776-0979, Volume 3, Issue 9, Sep., 2022 IMPORTANT PROBLEMS OF UZBEK ANONYMITY IN THE WORKS OF KASGHARI. Umida Muminova Teacher of the Department of Theory and Practical of Primary Education
2. Toshpulatova Niyokhon Shavkatjonovna// Нияхан Тошпулатова//Boshlang 'ich sinf o 'quvchilarida ilmiy dunyoqarashni fanlararo shakllantirish metodikasini takomillashtirishning pedagogik shart-sharoitlari//Общество и инновации//42-45-bet.
3. Mumunova Umida Qarshiyevna Mahmud Qoshg'ariyning "Devonu lug'otit turk"asarining pedagogika tarixida tutgan o'rni"TADQIQOTLAR"JAHON ILMIY-METODIK JURNALI(6-son,2-to'plam)20.01.2023 YIL,332-336 bet
4. Shabbazova, D. (2022). CONTENT OF FACTORS DETERMINING THE EFFICIENCY OF PRIMARY SCHOOL STUDENTS. Web of Scientist: International Scientific Research Journal, 3(5), 630-636.
5. S. Tursunova. "Uzbekistan is a country of friendship" Web of Scientist: International Scientific Research Journal. 185-189
6. R.Norqobilova, M.To'rayeva Importance of talent in child development. Web of Scientist: International Scientific Research Journal. ISSN: 2776-0979, VOLUME 3, ISSUE 7,July. 2022 57-61.
7. D Azimova "The main Peculiarities of web tool 2 during teaching" Academic research in educational sciences, 2021.
8. Zaynab Abdunazarova. (2022). WAYS AND METHODS OF USING ROLE-PLAYING GAMES IN MOTHER TONGUE CLASSES FOR THE SOCIALIZATION OF PRIMARY SCHOOL STUDENTS. Emergent: Journal of Educational Discoveries and Lifelong Learning (EJEDL), 3(12), 85–90.

9. Parvina Kholikova Abdumalik kizi. (2022). THE SIGNIFICANCE AND PLACE OF USING NATIONAL VALUES IN THE EDUCATION OF THE YOUNG GENERATION. *Galaxy International Interdisciplinary Research Journal*, 10(11) 2022, 391–396. Retrieved from <https://internationaljournals.co.in/index.php/giirj/article/view/2793> Parvina Kholikova Abdumalik kizi. (2022).
10. Оллокулова, Ф. (2022). Социально-педагогическое значение формирования научно-исследовательской деятельности учеников начальных классов на основе концентризма. *Общество и инновации*, 3(10/S), 128–134. <https://doi.org/10.47689/2181-1415-vol3-iss10/S-pp128-134>
11. Dilfuza Shabbazova. (2022). MODEL OF PERSONAL VALUE FOR PRIMARY SCHOOL LITERACY LESSONS. *European Scholar Journal*, 3(5), 80-83. Retrieved from
12. Tursunova Saida Isakovna, O'rolova Ro'ziful Yo'lchi."Yosh avlodni voyaga yetkazishda tarbiyaning ahamiyati" *PEDAGOGS jurnali*. 15-22. 2022/12/15
13. Muminova Umida Karshievna INTERNATIONAL SCIENTIFIC AND PRACTICAL CONFERENCE "TRENDS OF MODERN SCIENCE AND PRACTICE" Ankara, Turkey 2023 46 PHYTONYMS IN THE WORK "MAHBUB UL -QULUB".
14. Абдухалимова Ю. 2022. Педагогическая подготовка будущих учителей в воспитании самостоятельно мыслящих, творческих лиц в процессе непрерывного образования. *Общество и инновации*. 3, 8/S (сен. 2022), 103–108. DOI:<https://doi.org/10.47689/2181-1415-vol3-iss8/S-pp103-108>.
15. R. D.Norqobilova. "Methods of improving the mechanisms of diagnosing the mother language ability of primary class students". *The role of science and innovation in the modern world*. 139-143. 2022
16. Shabbazova, D., Abduhalimova, Y., & Abdunazarova, Z. (2022). Psychological And Pedagogical Factors Of Developing Literacy Of Primary Class Students Based On Personal Value Approach. *Journal of Positive School Psychology*, 6(9), 3707-3712.
17. Toshpulatova Niyokhon Shavkatjonovna// Нияхан Тошпулатова//Boshlang 'ich sinf o 'quvchilarida ilmiy dunyoqarashni fanlararo shakllantirish metodikasini takomillashtirishning pedagogik shart-sharoitlari//*Общество и инновации*//42-45-bet.
18. Toshpulatova Niyokhon Shavkatjonovna// A Creative Approach to Teaching Geometry in the Primary Grades//*International Journal on Orange Technologies*//48-53-bet