The Latest Technologies in the Modular Credit Training System

Babakhodzhaeva N. M.

Termez Institute of Agrotechnology and Innovative Development, teacher

Abstract: The article deals with the problems of using the latest technologies in a modular credit system. In particular, the methods of mastering the block of self-study by university students are analyzed. The author managed to develop new methods that develop communicative competence in students.

Keywords: *modular training, polylogue, independent work, communicative competence, language competence, communication*

The Concept for the Development of the Higher Education System of the Republic of Uzbekistan provides for the introduction of educational programs in education aimed at developing students' creative thinking and practical skills based on individual educational trajectories.

From the 2020-2021 academic year in the Republic of Uzbekistan, a phased transfer of the educational process of higher educational institutions to a credit-modular system is being carried out. "Credit - modular training provides for an increase in the proportion of hours devoted to self-education, the introduction of methods and technologies aimed at developing students' skills of independent education, critical and creative thinking, system analysis, entrepreneurial skills, the introduction of methods and technologies aimed at strengthening competencies in process ".[1]

In this regard, at present, the efforts of many theorists and practitioners of education are focused on the use of interactive technologies in organizing the student's independent work. The development of students' independent work serves as the driving force behind the progressive reform of vocational education, the transition from the reproductive form to the active development of knowledge, to education based on the active and constructive joint activity of the teacher and the student.

Self-directed learning is a serious contender for a radical change in all higher education. The depth of this change is determined by trends in the use of technology, in the revision of the relationship between teacher and students, in the emergence of new types of teacher activities. The current environment in the education system offers educational institutions an unprecedented opportunity to create an educational environment where technology is primarily focused on the needs of students. Departure from the monologue as a traditionally prevailing form of educational activity, the

---

[1]. Concept for the development of higher education in the Republic of Uzbekistan until 2030. Decree of the President of the Republic of Uzbekistan October 8, 2019 UP-5847

development of such a form of education as polylogue (communication, conversation, discussion); understanding of foreign language communication not only as the ability to clothe information in the structure and forms of the Russian language, but also as an incentive for a partner to some kind of action of a speech and non-speech order, as well as as the realization of the speaker's self-expression; understanding knowledge not as impersonal information, but a set of skills actualized in the system of the subject's activity - all this is the main task of organizing independent work of students in the study of the Russian language.[2]

To accomplish these tasks, it is necessary to develop students' communicative competence, i.e. the ability to extract sufficiently complete information when reading texts in Russian, the ability to understand the interlocutor, and also to express their thoughts, point of view orally and in writing. It is known that the peculiarity of the study of the Russian language is not so much knowledge about the subject itself, i.e. about language (linguistic competence), how much the development of certain skills and abilities of different types of speech activity based on knowledge about the mode of activity (communicative competence). In accordance with this theory, it is possible to teach any kind of activity only in the course of performing this activity. It follows that when teaching the Russian language, it is necessary to organize the independent actions of students (and each student) in the form of speech activity that they are taught. If students are taught to read, then each student must be given the opportunity to read, practice reading. When teaching speaking - each student should be given the opportunity to speak, express their thoughts in Russian. When teaching listening, every student should be able to listen to Russian speech. It is important to keep in mind the existing pattern, formulated at one time by the well-known methodologist I.V. Rakhmanov: at the heart of teaching any type of speech activity are auditory-motor skills, therefore, oral practice is necessary in the formation of skills for any type of speech activity.[3]

For the organization of such work, distance learning based on computer telecommunications is very effective. Distance learning of the Russian language has its own specifics, due to the fact that it involves teaching various types of speech activity. Naturally, for teaching such types of speech activity as reading and writing, one can largely confine oneself to a network course, since the features of these types of speech activity do not require in themselves volumetric graphics and even a significant volume of sound. Nevertheless, when teaching pronunciation, speech and listening, it is not possible to limit ourselves only to text files, it is necessary to rely on sound accompaniment, as well as to create various situations that stimulate the oral statements of the trainees, i.e. there is a need to rely on illustrative material. It is technically quite possible to use such material in network courses, as we already know, but in practice, given the real situation, it is still quite problematic due to the large amount of memory that such files require. But, technological mobility is the ability to use elements of the environment in various distance learning technologies used in universities, including in the systems "case-DO" (course of study on printed media, which may include audio cassettes), "tele-DO" (video training course with additional printed materials) and "Internet-DO" (computer programs, e-mail, Internet) are now available to many universities.

As practice shows, a significant share of the population of Uzbekistan currently has a sufficient level of technical equipment for the consumption of educational services of high-tech distance learning, including those based on Internet technologies, which can provide maximum interactivity and therefore are most preferable for the consumer market. An indispensable condition for the effective use of these technological capabilities is high-quality content that supports the process of distance learning and management of the educational process.

[2] .Ugolkov V.V. "The use of the latest technologies in teaching foreign languages in a higher educational institution" M.A. Sholokhova, Young Voices, issue 9, p. 114-117
[3]Rakhmanov.I.V. Interactive learning in Russian lessons.Tashkent. Bilim. 2020. p.140

In our classes, we analyzed the rationality of using the latest technologies in teaching Russian at a higher educational institution. In our opinion, teaching with the help of computers gives the greatest effect when students are involved in active cognitive activity to comprehend and consolidate educational material, apply knowledge in the course of solving problems. Computer training programs of this type present the tasks of training exercises to the independently learning student, evaluate their implementation, provide prompt assistance in the form of tips, clarification of typical errors, and presentation of the corresponding theoretical material. Therefore, one of the most important areas of independent work of students at non-philological faculties is the creation of a unified learning environment and their own licensed training program. At the same time, the program should include both a basic level of grammar, phonetics, vocabulary, listening for beginners to learn Russian, and an advanced level for senior students, which includes non-fiction articles, unadapted texts, audio recordings of native speakers and simultaneous translation functions.

For the use of computer programs, the group can be divided as follows: group 1 - the largest percentage of interested students, group 2 - those who expressed adherence to traditional types of education. According to the results of the final control, group 1 showed the highest quality level of mastering the material. Orientation in the Internet, search speed and instant application of the learned material in practice - has increased their rating sufficiently. Subsequently, group 2 also expressed a desire to further use computer programs in teaching.

Summarizing the above, we can conclude that the further development of information technologies, the integration of distance education will lead distance learning to the status of the most applied method, which can provide maximum interactivity and therefore will be the most preferable in the field of education.

REFERENCES:

1. Concept for the development of higher education in the Republic of Uzbekistan until 2030. Decree of the President of the Republic of Uzbekistan October 8, 2019 UP-5847

2. Ugolkov V.V. "The use of the latest technologies in teaching foreign languages in a higher educational institution" M.A. Sholokhova, Young Voices, issue 9, p. 114-117

3. Rakhmanov. I.V. Interactive learning in Russian lessons.Tashkent. Bilim. 2020. p.140