# Through Modular Training Increasing the Efficiency of Education

## G. H. Nigmatova Ph.D

Director, "Regional Center for Retraining and Communication", Public Educators of Bukhara Region, Uzbekistan

**ABSTRACT**

Professional development through modular training in the article the masses of the wider use of its possibilities to make education more effective are described and appropriate conclusions are made, recommendations are given.

*KEYWORDS: module, modular training, micro-module, taxonomy*

## INTRODUCTION

The effective use of modern education, the wider use of its potential, remains one of the main requirements of modern education.

The way we organize the educational process, the mechanism of its implementation is concise, clear, easy to apply in practice, we can choose the most optimal means and methods of independent learning, and at the same time increase the pace of learning with minimal time.

As a result of research in this area, new ideas have been put forward, including the optimization of education, the gradual acquisition of knowledge and skills, the activation of the listener's activity and its transformation into an object of the educational process, programmed learning.

Just as the acceleration of scientific and technological progress in the XXI century has led to radical reform of all spheres of life, the renewal of the educational process should be linked not only with modern information technology but also with innovative ideas, concepts and technologies and accelerate their optimal use. the task of applying the most effective methods of education to raise it higher is on the agenda.

One of the most common methods of effective teaching today is the "modular system of teaching".

Module means "norm" in Latin. It is well known that the acquired knowledge has a certain logically complete, indivisible value of appropriate quantities. For example, let's take concepts, the idea that is formed in the formation of a concept is expressed through speech, transformed into a combination of words.

Thus we see that the concept constitutes the basic indivisible structure of knowledge, and that the criterion of knowledge which cannot be divided is the module. (ie: specific tariffs, rules, theorems, laws, axioms, etc.)

The module is a logically complete part of a certain form of formalization of educational programs in academic disciplines.

The module embodies holistic ideas about a particular field of science. The information it contains reflects the widest range of complexity with a clear structure and integrity to achieve the didactic goal. The modular system is the science itself in a particular completed part or whole of science. It can cover several courses. Its structure will have a mandatory base component and a variable part.

## Materials and Methods

Professor N.H. In the words of Avliyokulov: "The module is a logically complete unit of educational material, aimed at studying one or more fundamental concepts of the subject".

The modular learning system is based on the assimilation system, which is a feature of the human brain. The human brain perceives the unit of information as a stream, not as a whole, but as a quantum (indivisible quantity). Therefore, it is recognized that the most effective way is to organize education on the basis of the idea of adapting learning to the system of assimilation of the human brain.

The micro-module in each module serves a specific purpose and function in the formation of specialty disciplines, whose goals are reflected in state educational standards or requirements and represents the main goal of mastering the specialty discipline.

The module is an independent structural unit, and in-service training students do not have to study the entire course, but only a number of modules. It also allows gifted students to optimally plan their individual and independent work (modular credit system).

The purpose of the transition to modular training is:
➢ Continuity of reading;
➢ Individualization of reading;
➢ Creating the necessary conditions for independent study of educational material;
➢ Accelerate reading;
➢ Achieving effective mastery of science;
➢ Achieving full disclosure of listeners 'abilities and high learning outcomes;
➢ Students are given the opportunity to choose subjects in their specialty.

The trainee will have the opportunity to complete the training program ahead of schedule.

The beginning of modular teaching in teaching technology is to define the teaching objectives of the subject. It is a continuation of it in setting learning objectives on topics. Theoretical and practical training is a goal-oriented learning process. These processes are conducted to achieve specific learning objectives that are predetermined. If the learning

objectives are not set, then the content and didactic structure of the lesson is violated. It is important to develop pre-appropriate learning objectives for the formation of theoretical and practical lessons.

## Results and Discussions

By classifying learning objectives into categories and sequential levels, it is recommended that pedagogical taxonomies be used to clearly articulate learning objectives. Taxonomy (derived from the Greek word and "taxis" - to place in order and "homos" - to mean law). Taxonomy includes a category that is structured based on the natural relationship of objects and is based on a multi-step principle for describing objects. American educator B. Blum's taxonomy of learning objectives is the most common taxonomy in the world. In practice, learning objectives are developed for each theoretical and practical lesson. These goals are categorized in the taxonomy from the following perspective:

1. To know is to remember and recall facts and principles. In this case, the listener can remember the acquired knowledge and tell it.

2. Understanding - is an indicator of the ability to understand the essence of the studied material, draw conclusions, analyze the current situation. Interpreting as an indicator of understanding, summarizing the material, or making suggestions about subsequent events, and so on.

3. Application of methods, rules, general concepts - this includes the application of rules, methods, concepts, principles, theories. At the same time, learning outcomes require a higher level of mastery of the learning material than comprehension.

4. Analysis - the ability to divide the whole into elements, the gradation of these elements and the ability to establish relationships, to know the principles of organization of the whole. In this case, the learning outcomes are characterized by their high intellectual level in terms of understanding and application, as it requires knowledge of the content of the learning material and its internal structure.

5. Synthesis - the creation of a whole of given elements in order to create new structures. Appropriate results represent a creative activity aimed at creating new schemes and structures.

6. Evaluation - the evaluation of materials and methods taking into account the adopted objectives. This category requires the achievement of learning outcomes based on all previous categories and evaluative opinions based on clearly distinguishable criteria.

Adequate verbs are used to define learning objectives, ie the purpose of the subject should be defined in such a way that the purpose is clear, so the basic phrases on each topic should be specified separately. It will be necessary to set the depth of each basic phrase, the study. That is, the listener will have to master one basic phrase at the level of knowledge, the other at the level of evaluation of some basic phrases. An example of the coordination of verbs in the clear classification of learning objectives can be shown in the following table:

| № | Categorization of learning objectives | Verbs that categorize learning objectives | Coordination of verbs categorizing learning objectives |
|---|---|---|---|
| 1. | To know | To say back<br>Note<br>Notification<br>Name,<br>To name<br>Write | Expression<br>Differentiation<br>Recognition<br>Tell me<br>Repetition |
| 2. | Understanding | Give evidence<br>Replace<br>Identify, mark<br>Explain | Convert, rotate<br>Change<br>Show with photo<br>Comment, disclose |
| 3. | Apply | Application<br>Calculation<br>Demonstration<br>Use, training | Identification<br>Done<br>Computation<br>Implement, solve |
| 4. | Analysis | Quote<br>Highlight<br>Differentiation<br>Classification<br>Offer | Predict<br>Disassembly<br>Distribution<br>Check<br>Grouping |
| 5. | Synthesis | Discover<br>Generalization<br>Planning<br>Development | Systematization<br>Add<br>Create<br>Design |
| 6. | Evaluation | Diagnosis<br>Proof<br>Justification<br>Measurement<br>Approval | Evaluation, verification<br>Control<br>Comparison,<br>Comparison with |

**Conclusion**

Thus, the more clearly the learning objectives are articulated and categorized, the easier it will be to assess the level of achievement. The closer we can categorize and define learning goals, the closer we will be to achieving them.

In short, in modular teaching, each specialty is considered as a whole module, and the system of disciplines studied in it are micro-modules of the whole module, which in turn is divided into smaller modules, and the listener passes the system of modules in a continuous, consistent manner. in connection with the sciences.

**References:**

[1] Borodina N.V., Samoylova E. S. Modular technologies in professional education. Ucheb. posobie. Ekaterinburg. -1998.

[2] N. X. Avliyoqulov N. X. Modern teaching technologies. "Author". - 2001.