CREDIT-MODULAR EDUCATION AS AN OUTLINE OF PROGRAMMED EDUCATION.

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In this article. *Construction of training sessions based on interdisciplinary integration with the main subjects of study in order to expand the information intake of students in the conditions of the credit-module system. The formation of information competence includes the following.*

Keywords: *credit hour environment, student, conclusion, skill, communication, modeling, assimilation, cognitive, Information Culture, synthesis, prognosis, terminological, competence,*

Focusing on its history. Credit was first introduced in US universities in the 18th and 19th centuries. From it, the goal was to set the student's weekly academic load. In 1869, Charles William Eliot, President of Harvard University, a prominent figure in American education, introduced the concept of the “credit hour” into consumption. The following pedagogical scientists have expressed their opinion on the credit-module system:

The concept of a credit-module system was proposed by Russell American scientist J. developed by. He was the founder of credit-module education, and described credit-module as "an educational package containing a conceptual unit of didactic content and a set of student behavior."In this, the scientist drew attention to the psychological characteristics of students, since in modular technology, educational efforts are carried out in an individual way in order to master a new range of knowledge.

Researcher I.R. The credit-module system "makhnovskaya" is a model for organizing the educational process and, in which modular teaching technology is combined. In this process, the unit of measurement of the volume of educational materials studied by the student is credit. The module, on the other hand, states that the educational process is a documented part of the educational program that is carried out through instructional forms and approved by final supervision”.

G.K. Selevko considers credit-modular education to be an outline of programmed education. It defines a system in a narrow sense as: "modular education is a form of educational process organization that works with a curriculum made up of learning modules”.

Sh. Mustafakulov, on the other hand, said that “credit (credit) is a unit of measurement of the educational load (time) that a student spends reading and mastering subjects in a separate educational direction or program (course). A loan is a measure of the minimum time allotted for the student to receive education in the auditorium and independently, usually for a week, established by a regulatory document.” Credit to the student is given after successfully passing the final exam, completing the established tasks from a particular subject.

V. Yushov said, " Credits are not just numbers. Each credit considers that the student has a certain amount of training load to perform and that the student achieves a certain reading result as a result”.

O.B.Zaitseva identifies two approaches to determining the level of information competence. The first is based on the analysis of the structural composition of this concept. Its supporters distinguish four main levels:

worldview-professional self-awareness, self-worthy assessment, professional knowledge and the presence of a worldview;

professional knowledge of a theoretical – technological nature;

practical-professional skills and skills (conducting and carrying out business documents, skills of effective communication, etc.);

creative-a non-standard approach to business, intellectual and personal mobility, the ability to act in non-standard situations.

The second approach to determining the level of information competence is based on step-by-step development analysis (from knowledge of various elements to creative mastering of computer technology and Information Technology in the system of professional activity).

Step-by-step development can be presented in the following sequence: familiarity, awareness, mastery of elementary competence, followed by functional and systematic competence. One of the conditions for the formation of information competence is the expansion of educational opportunities through the use of information and communication technologies, that is, the development of the educational system, ensuring its advanced nature.

By Information Technology, first of all, it is not the awareness of the student, but the ability to solve the problems that arise, the transition to the competence of one of the cognitive paradigms of Education. Currently, the development of information technology is providing users with qualitatively new opportunities, which in turn leads to the development of information competence. The formation of information competence among students is one of the first places even during

studies at the University, which ensures the entry of graduates into the information society .

In an Information Society, a person must receive and process a large amount of information collected not only by himself, but also by other people. One of these types of activities is fast and high - quality work with information based on computers and information technology, that is, a person should strive to rationalize his activities in solving the tasks set before him, choosing the methods of action that he considers acceptable.

The content of the concept of" information competence "is closely related to the concept of" Information Culture". There are different definitions of the latter, the purpose of which is to correlate knowledge models and information, to assess their own level of knowledge and to stimulate the processes of obtaining new knowledge.

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The idea of advanced education is A.D.Ursul belongs to and the educational system is one of its priority goals, in which it must set the task of forming qualities that allow people to successfully adapt, live and work. a rapidly changing world. E.N.Strukov believes that information competence is a complex individual psychological state achieved as a result of combining theoretical knowledge and practical skills to work with various types of information using new information technologies. Yu.Tairova defines information competence as a holistic person, which is the result of the transformation of the processes of selection, assimilation, processing, transformation and creation of information into a special type of

knowledge that allows you. Development, adoption, prediction and implementation of optimal decisions in various areas of activity.

Identifying the importance of information competence in the process of modern educational space, we note that it is part of the general informatization process, which is an "objective process", inextricably linked with the development process of information competence. informatization of Education. The essence of this process is S.A.Abramov, G.A.Bordovsky, Ya.A.Vagramenko, A.A.Verbitsky, A.G.Gein, W.M.Glushkov, S.G.It is revealed in the works of Grigoriev. Having studied the genesis of fundamental concepts in the field of the subject of research, we came to the conclusion that, in our opinion, the main basis that unites research on the formation of information competence is the concept of "information". Data is of public importance-these are huge repositories that contain knowledge about the achievements of scientific thought about literature, education, technology; video and audio libraries, etc.

It is necessary for us to know that in the conditions of the credit-module system, the didactic and technical-technological components of the formation of information competence of students are very important. Credit-module we need to understand the relevance of the methodology, forms and tools for the formation of information competence of these students.

For the formation of information competence in the modern educational system, it is necessary: to ensure a holistic information and development educational environment by combining the skills of pedagogical, managerial, technical, medical and psychological personnel.

Construction of training sessions based on interdisciplinary integration with the main subjects of study in order to expand information teaching. The formation of information competence includes: the acquisition of knowledge and skills in the field of Informatics and information and communication technologies; the development of communication skills; the ability to act in the information field, analyze data. The future teacher should master a number of skills - the choice of information technology, e-learning products; it is pedagogically advisable to apply them in their professional activities, adapt them and even improve them.

Information competence is covered on the basis of a professiogram corresponding to the professional and pedagogical competence of the teacher. For the activities of the teacher, the following components are distinguished: cognitive, value-motivational, technical and technological, reflective, communicative.

The cognitive component reflects the processes of data processing based on microcognitive actions (analysis of incoming information, formalization, comparison,

generalization, synthesis with an existing knowledge base, development of options for using information and predicting the results of solving a problem situation, predicting the production and use of new information and its interaction with the existing knowledge base, organizing storage and recovery of

The value-motivational component consists in creating conditions that contribute to the entry of the future teacher into the world of values, which help in the selection of important value directions, characterize the level of motivational impulses that affect the attitude of the individual towards work and life in general, four pillars of motivation - achievements, group affiliation, authority and qualification include the work, capabilities and limitations of fixed technical services for automatic search and processing of information, knowledge of the difference in automatic and automatic execution of Information Processes, the possibilities of classification according to the types of tasks, control and adjustment of technical means depending on its management system.

Understanding the essence of the technological approach to the implementation of events, knowing the features of information technology tools for searching, processing and storing information, as well as the ability to identify, create and forecast possible technological stages of processing information flows, work with technological skills and information flow (in particular, using information technology tools). The communicative component reflects the use of knowledge, understanding, languages (natural, formal) and other types of sign systems, technical means in the process of transferring information from one person to another using various forms and methods of communication.

The reflexive component consists in the awareness of the level of self-control of an individual, in which an important task of self-awareness is self-control of an individual's behavior, as well as self-awareness, expansion of self-awareness.

The cognitive component reflects the processes of information processing based on microcognitive actions (analysis, formalization, comparison, generalization, synthesis with an existing knowledge base, development of options for using information and predicting the consequences of solving a problem situation, predicting the production and use of new information and its interaction with the existing knowledge base, organizing storage and recovery of information The technical and technological component reflects an understanding of the principles, capabilities and limitations of the operation of technical devices designed for automatic search and processing of information; knowledge of the difference in the automated and automatic execution of Information Processes; the ability to classify tasks by type, which then involves the selection of certain technical tools

based on its main characteristics: understanding the; knowledge of the characteristics of information technology tools for searching, processing and storing information, as well as identification, creation and forecasting of possible technological stages of processing information flows; technological skills and the ability to work with information flow (in particular, using information technology tools). The communicative component reflects the use of knowledge, understanding, languages (natural, formal) and other types of sign systems, technical means in the process of transferring information from one person to another using various forms and methods of communication.

According to foreign experience, the educational process in the credit-module system will consist of up to 2-4 modules per semester. The disciplines concentrated in the module are formed from easy to complex, from theoretical-methodological disciplines to Applied Sciences, and logically on the principle of continuous complementarity. In order for a student to become a specialist, it is required to have not only information, but also the qualification of being able to process, put into practice.

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