



THE CONTENT OF IMPROVING THE EDUCATIONAL ACTIVITIES OF
STUDENTS AT STATIC AND DYNAMIC STAGE IN THE CREDIT-MODULE
SYSTEM

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Abstract: *In this article, the content of improving students' educational activities in the static and dynamic stages in the credit-module system is described. One of the main structural parts of the static stage is theoretical and practical support, while in the dynamic stage, the educational process and independent education is interpreted.*

Key words: *credit-module system, ECTS system, static stage, dynamic stage, Educational methodological support, educational activities.*

According to the Presidential Decree No. 5953 dated March 2, 2020, the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan introduced a credit-module system for the educational process of higher education institutions. The task is to improve the qualification requirements, curriculum and science programs of bachelor's education courses and master's degree specialists. According to the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 824 of December 31, 2020, the Regulation "On the procedure for introducing the credit-module system to the educational process in higher education institutions" was approved.

There are a number of issues that await their solution in the effective organization of teaching and learning foreign languages in the credit-module system. In particular, chapter 4 of the new edition of the Law of the Republic of Uzbekistan "On Education" [2]. Article 35 "Implementation of educational plans and educational programs in the educational process" states the following: 1. Educational plans and educational programs are developed based on the goals and tasks of the respective educational levels.

There are a number of issues that await their solution in the effective organization of teaching and learning foreign languages in the credit-module system. In particular, chapter 4 of the new edition of the Law of the Republic of Uzbekistan "On Education" [2]. Article 35 "Implementation of educational plans and educational programs in the educational process" states the following: 1. Educational plans and educational programs are developed based on the goals and tasks of the respective educational levels. 2. Curriculums of general education subjects should be focused on all-round development of personality, formation of knowledge, skills, abilities, and level of students and development of their abilities. 3. Educational institutions can use educational technologies based on the credit-module system when implementing curricula and educational programs in the educational process.

Indeed, in higher education, there is a need to create new educational plans, state educational standards, model educational science programs, educational and methodological complexes, syllabuses, quality educational literature, methodological



manuals and the like from all disciplines for the credit-modular system. In a word, the creation and implementation of more improved teaching methods of foreign languages for the credit-module system is considered one of the urgent issues. By solving these issues, the quality and efficiency of education will increase in the future [1; p. 29].

In the implementation of the credit-module system for non-philological educational directions of our republic's HEIs, the curriculum, science programs and methodological support of each science educational process are being created based on the European ECTS system. At this point, we found it permissible to present the opinions of Usmanov B.SH. and R.A.Khabibullayev. "The credit education system provides for the creation and introduction of a new generation of textbooks, educational and methodological complexes in each subject. Credit in the educational system provides for the full consideration of the interests of students, ensuring their interest in education, creating a competitive environment among teachers, improving and applying various educational methods, including improving the quality of educational and methodological support" [3; P.62]. N.Y. Shmatko [4; 10-p.] included in the analysis of the features of modernization of two-level modern language education: 1) the mass character of education in the new qualitative method and its continuity; 2) that it is important for the society as well as for the individual; 3) directing the methods of human cognitive activity to active acquisition; 4) directing the educational process to the students, providing them with opportunities that open up on their own. The analysis of the above trends, i.e. the characteristics of the modernization of the two-level modern language education, is not narrowly specialized, but is able to form the personality of the student as a subject of educational activity, is capable of independent development, and adapts to all the changes occurring in the world and society. It requires developing and confirming the new content of the received education.

As a result of our research, we have developed a structure for improving student learning activities. According to this project, the improvement of students' educational activities was studied in two stages. In particular, in the static stage, the Educational methodological support and its components (educational and methodological support, subject program, syllabus, textbook, study guide, exercises and text), in the dynamic stage educational process (workshop/lesson, independent study, activities, training, current/intermediate/final controls) is reflected.

Statics and dynamics are used in all fields, including physics, medicine, culture, art, and others. As a result of our organization, we came to the conclusion that in our scientific research, static is force, dynamic is movement. Educational methodological support and its parts at the static level give strength to the educational process, and the dynamic process begins. Statics and dynamics are among the most effective ways to improve the student's learning activity.

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