



CONDITIONS RELATED TO COMMUNICATIVE METHODOLOGICAL
COMPETENCE OF FUTURE STUDENTS BASED ON THE CREDIT MODULE
SYSTEM

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Annotation: *Adapting the education system of our country to international education standards, ensuring the quality and competitiveness of personnel training in higher education institutions, increasing the quality level of the higher education system based on world practice, and implementing effective methods of scientific and innovative achievements through the wide application of the process of pedagogical planning to the continuous education system. development is recognized as one of the priority directions. The process of the article consists of improving the method of personalization of students in the context of the credit-module system.*

Key words: *Module, research, conditions, student, credit, study process, mastery, creativity.*

Resolution No. П-1761 of May 28 "On measures to further improve the system of training qualified pedagogues and providing special and vocational education institutions with such personnel", PF-4947 of the President of the Republic of Uzbekistan dated February 7, 2017 Implementation of the tasks specified in the Decree No. "On the Strategy of Actions for the Further Development of the Republic of Uzbekistan" and the Decision No. P-2909 of April 20, 2017 "On Measures for the Further Development of the Higher Education System" and other regulatory and legal documents and application to life, this dissertation serves to a certain extent.

The analysis of the studies showed that the results of a comprehensive study of the academic performance of students of higher education institutions show that when entering senior courses, students express interest in developing their chosen specialty, and when they get closer to graduation, their motivation for education should increase, because a decrease in educational motivation has a negative effect on the effectiveness of the formation of professional skills of students. shows. Improving the efficiency of professional training of bachelors of higher educational institutions is possible when the approaches to the organization of independent work are changed, motivation is increased and conditions are created for the formation of fundamental knowledge.

The use of electronic educational resources based on the analysis of literary sources allows to develop the effectiveness of the courses of higher educational institutions in basic and professional subjects and to organize solid works that help to form the professional skills of students starting from junior courses.

High-level professional development is proportionally dependent on the effectiveness of the program, which helps employers to improve the skills of graduates of higher education institutions, which are in strong demand.

During meetings with employers, educational program developers and students, they note that they are more interested in graduates' ability to independently solve professional tasks than in knowledge. In order to meet the demands of employers, it is necessary to improve the efficiency of training students of technical higher education institutions, especially when they are ready for independent work. The analysis of normative and scientific-methodical literature, the problems of increasing the efficiency of graduate training on the basis of e-learning resources, and the results of dissertation research on this problem have been investigated.

Thus, there are contradictions in the educational system:

- 1) High potential possibilities of using it as a means of forming students' independent working ability and insufficiently developed software and methodological support of these resources, taking into account traditional education;
- 2) The necessity of adequate implementation as a means of ensuring the strengthening of all efforts to increase the efficiency of professional training of students and increase the level of knowledge.

The need to solve the above-mentioned contradictions determines the relevance of this research, and also defines its problems: what should be the system of learning, therefore, its implementation is professional with the motivation to learn and develop independent work skills based on the formation of basic knowledge and the use of e-learning resources. ensures the improvement of the effectiveness of preparation.

The revealed contradictions made it possible to clarify the research problem of identifying and justifying the pedagogical conditions for the formation of methodological competence of students of higher educational institutions. The insufficient development of this problem at the theoretical level, the need for its practical solution, arising from the objective and actual requirements for students' education, made it possible to clarify the choice of the research topic: "Improving the method of individual personalization of students under the conditions of the credit-module system".

Literature analysis and methodology

Among the scientists of our country, RD. Djuraev, Sh. EDurbonov, A. Abdukodirov, U. Begimkulov, U.I. Inoyatov, A.R. Khodjaboev, N.A. Muslimov, ^T. Olimov, Sh.S. Sharipov, Z.K. Ismailova, G.N. Ibragimova, ADaitov, F.M. .Zakirova, M.Aripov, O.Turakulov, N.I.Taylakov, R.D.Shodiev, S.Yu.Ashurova, J.ADamidov, D.ODimmataliev, O.ADuysinov and other scientists.

Forming the competence of self-personalization of students in the CIS countries, applying innovative technologies to educational practice, problems of modular technologies in distance education A.A. Andreev, I.G. Zakharova, E.S. Polat, I.V. Robert, A.V. .Khutorskoy, A.V. Tarakanov, E.V. Maykov, N.I. Naumkin, M.V. Solodikhina, L.R. Zagitova, L.V. Medvedeva, L.Kh. Chomaeva, V.A. Shershneva and researched by others.

Based on the analysis of the research, the problems and problems identified are that the process of personalization competence management of creating an electronic information environment for students with didactic support is related to many productions, managing the process of changes and complexity; to increase the capacity of students to think logically and critically, to work with large amounts of data, to conduct intellectual and real experiments, to push productions, to produce the appearance of proving facts in non-standard art and professional solutions . that it is not; lack of information technology in the organization of independent education; high abstraction of the studied material and the complexity of its perception;

Opinions and suggestions

The credit-module system (KMS) of the organization of the educational process is built on the basis of modular teaching technologies using the credit system. Module control - step-by-step control of the student's completion of logically completed parts of the educational material (modules) during the semester. A content module is a logical volume of learning material that a student or student should learn.

the completed part of the educational and professional program (educational activity) to be completed. Usually, modules are sections (topics) of education and include interrelated parts of theoretical and practical training material. Credit-module system The credit-module system of the educational process (KMS) implements the main principles of the higher education system in accordance with the Bologna Declaration. CMC CMC was developed according to the European Credit Transfer System (ECTS), which provides a single international procedure for assessing knowledge and comparing learning outcomes. This system can be used within an educational institution, between educational institutions of the same country, as well as between partner universities of different countries. 3. In most

European universities, the educational process is organized on the basis of modular educational technologies. At the same time, the educational and professional program and the entire educational material of individual subjects are divided into separate composite modules connected with a systematic-logical scheme and a systematic-logical scheme for preparing a bachelor's (specialist, master's) degree. The credit-module system of organizing the educational process is designed to positively solve the following tasks:

dividing the subject material into modules while checking the coherence of each module; use of a wide range of knowledge assessment; increasing the objectivity of knowledge; encourage systematic independent work of students during the semester; healthy competition is introduced in education. The credit-module system of organizing the educational process is designed to positively solve the following tasks: dividing the subject material into modules while checking the compatibility of each module; use of a wide range of knowledge assessment; increasing the objectivity of knowledge; encourage systematic independent work of students during the semester; healthy competition is introduced in education. The credit-module system of organizing the educational process is designed to positively solve the following tasks: dividing the subject material into modules while checking the compatibility of each module; use of a wide range of knowledge assessment; increasing the objectivity of knowledge; encourage systematic independent work of students during the semester; healthy competition is introduced in education.

The credit-module system of organizing the educational process is a model of organizing the educational process based on a combination of modular educational technologies and credits or credits of educational units.

The organization and implementation of the educational process is a multifaceted and complex system of action and interaction.

In the credit-module system, attention is paid to its two features:

- according to students' independent works;
- in the process of implementing the credit-module system of organizing the educational process and the rating system of evaluating the educational achievements of students.

Many believe that the Ukrainian education system was formed in the context of limited information and limited access to information. Therefore, the activity of the teacher in the universities was reduced primarily to informational, or better said, informational functions. The teacher played the role of the most important source of information.

Because we should feel that if we don't train personnel that meet the demands of the labor market, we will lose our place and position in the competition. But there



is no better way and no choice before us. After all, higher educational institutions of all developed countries want to go this way and achieve high results.

Since our traditional higher education system is not recognized in the world, we are obliged to implement advanced standards and systems in higher education institutions. Therefore, it was a comprehensive decision to pursue innovation and continue efforts to reform the higher education system.

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