

ORGANIZING RUSSIAN LANGUAGE LESSONS THROUGH THE MODULE SYSTEM

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Abstract: *This article highlights the importance of planning and module lessons in the use of the module system in the teaching of the Russian language.*

Keyword: *module, competence, pedagogical competence, professional competence, modular teaching.*

Preparation of a modular training program aimed at the formation of competence is a very complex task, it requires scientific-practical and psychological-pedagogical competence from its developers.

When preparing a module program and organizing a lesson within the limits of modular teaching, it is advisable to follow the following:

- the name of the module should be short and understandable;
- demonstration of competence formed as a result of studying the module;
- justification and demonstration of developmentally appropriate level of competence;
- availability of entrance tests that determine the level of competence formed;
- illumination of methods of activation of personal experience;
- development of methods of discussion and analysis of the activated experience;
- demonstration of theoretical knowledge that develops competence, justification of forms of its delivery;
- "personal participation" in new experiments, practical tasks, the requirement of exit tests that determine the development of competence.

Professional training of Russian language teachers is a multi-stage process, which requires the continuous formation of special competence of students in the process of study. At each stage, issues of special competence development are identified, which should correspond to the levels of professional training of teachers of the Russian language in higher education.

The uniqueness of the Russian language as an educational subject lies in the existence of its large conceptual apparatus - concepts, laws and regulations, theoretical foundations, which are formed sequentially and step by step during the study of the subject's sections.

In addition, the Russian language is an educational subject, the basis of which is the science of the Russian language, and it studies the structure, composition, properties of substances, the process of transformation from one type to another, and has a practical

essence, in other words, this subject is used in our daily life. is widely used, as well as its achievements are widely used in the training of a number of specialists, in scientific fields.

Thus, in the process of studying the Russian language, there are opportunities to form not only Russian language knowledge, but also general and special skills, including research skills.

Educational content, this is the goal, and its implementation is the obligation of the educational institution to the future specialist. The teaching content serves to realize this goal. Teaching content is a means to an end rather than educational content.

Modular training- relies on the content of teaching forms such as curriculum, curriculum, textbook, study guide, didactic material, teacher's information. For the purposes of implementing the educational content, modular training is formed in the form of educational information and complex issues, assignments, exercises that provide the opportunity to acquire professional and personal qualities, worldview, skills and competence system.

A new technological (modular) approach requires new technological directions:

- in the center of attention - educational and cognitive activity of the learner (the success of education in any case depends on the effectiveness of educational activity);
- diagnostics of feasibility and objective control of results;
- the integrity of the educational process as a pedagogical system;
- advance planning of the educational process.

Effective mastery of the module depends not only on the way the teaching material is presented, but also on the teacher's qualifications and the development and content of complex issues. The main structural unit of the content of any educational subject is the issue (task).

For the learner, it (problem, task) is an illustration of the theory, an opportunity to solve a practical situation, an exercise to test certain methods, a means of evaluating and analyzing the results of educational and cognitive activities.

A modular approach to education requires a change in the content, purpose, and methods of cognitive activity management.

In the scientific and pedagogical literature, the classification of didactic goals is manifested in two directions: levels (general pedagogical, subject, operational) and didactic functions (understanding and operational). The multilevel nature of educational goals is defined as follows:

- Level 1: operational educational goals of specific lesson types;
- Level 2: educational goals of the educational subject;
- Level 3: general pedagogical goals of teaching.

The content of general pedagogical goals (level 3) is represented by the model or professional qualification description (characteristics) and general professional and special knowledge, skills and personal qualities.

The educational goals of the subject (academic subject) (level 2) represent the content and peculiarities of the educational subject. In modular teaching, the 2nd level of the goal is

called a comprehensive didactic goal, and it is implemented throughout the module program.

In the specific type of educational lessons (level 1), operational goals are formed in knowledge, skills, mental operations, social-communicative skills, and this makes it possible to clearly organize educational activities.

In a modular approach, integrated and specific goals are aligned to the level of operational goals. An interactive goal is implemented by a specific module.

In some cases, the integrated goal includes the following complex didactic goals:

didactic purpose, this is to create conditions for the student's self-development, self-improvement, self-realization, self-expression, and the satisfaction of everyone's interests, inclinations, and demands. provision is understood.

Educational purpose- creating conditions for the formation of studied concepts and events.

A developmental goal- creating conditions for the development of independent work skills with various information sources, correct assessment of oneself and one's colleagues, and control of working time.

Each integrated didactic goal consists of four specific didactic goals. The implementation of specific goals is organized by the specific learning elements that make up the module.

So, a pyramid is built from the goals of modular teaching technologies:

- the upper part of the pyramid is the complex didactic goal (KDM) for the module program;

- secondary level – if there are integrated didactic objectives (IDM) for building a module;

- low level – specific didactic goals (XDM) are used to build educational elements.

The principle of complex, integrated and specific combination of didactic goals is the leading principle in modular teaching. The Integrated Didactic Objectives (IDM) solution provides a clear module solution.

The solution of integrated didactic objectives (IDM) of all modules ensures achievement of comprehensive didactic objectives (KDM).

The content of the main educational elements should be imagined in the theoretical and practical blocks of the module:

- the theoretical block stores the educational material in one place (concentrated) and ends in the form of a resume - summarizing the content of the module in an easy-to-remember form, for example, in the form of a basic synopsis;

- the practical block contains exercises that acquire new concepts and skills and algorithms for solving them, or "basics of action", practical problems, their alternative solutions, test exercises with different levels of difficulty, "rating" It includes compact exercises and a list of recommended readings.

The functionality of the educational module is determined by the fact that its content is formed from the practical naming of the studied information. Action is determined based on



the activity and its limits, the need of the studied material. The module is divided into informational and technological parts.

The informational part of the module constitutes its functional blocks and it should be taken as required knowledge and skills learned in connection with the future action. For this reason, another parallel name of modular training is called block-modular training and they are used as synonyms.

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