



## USING A MODULAR APPROACH IN THE CREDIT SYSTEM OF EDUCATION

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### Abstract

The article describes the credit system of education, which is one of the main tasks in the university today is the selection of new forms and methods of teaching, allowing not only to give the necessary knowledge, but to include the student in the system of continuous professional education and self-education.

**Keywords:** credit training system, selection of new forms and methods of training, use of credit units, modular approach.

### Relevance and relevance of the research topic

In connection with the transition to a credit system of education, one of the main tasks at the university today is the selection of new forms and methods of teaching, which allow not only to give the necessary knowledge, but to include the student in the system of continuous professional education and self-education. A special place among teaching methods is occupied by the use of a modular approach to teaching. However, if a large number of review materials are devoted to the use of credit units in universities in Europe and other countries, much less attention is paid to the disclosure of the modular approach.

For the first time, the technology of modular training was applied in higher educational institutions in the USA and Germany. England and Sweden in the 60s. XX century. The main provisions of modular training are set out in the works of T.V. Vasilieva, A.A. Verbitsky, V. and M. Goldschmidtov, J. Russell, M.A. Choshanov, P.A. Yucevichene and others.

The semantic meaning of the combination "modular learning" is associated with the international word "module" (Latin *modulus*), the main meaning of which is a functional unit [1].

### The degree of study of the problem.

The essence of modular training lies in the fact that a student can work more independently or completely independently with an individual curriculum offered to him, containing a target action program, a bank of information and methodological guidance for achieving the set didactic goals. It is important that the method of modules is one of the most effective methods of self-study, allowing it to be carried out with the regulation of not only the pace of work, but also the content of the educational material.

The fundamental differences between modular training and other types of training are in the following provisions:

- The content of training is presented in complete, independent, complex modules, which are simultaneously a bank of information and a methodological guide for its assimilation;



- The interaction of the teacher and the student in the educational process is carried out on a fundamentally different basis - with the help of modules, a conscious independent achievement by students of a certain level of preliminary readiness for each pedagogical meeting is ensured;
- The very essence of modular training requires the inevitable observance of the priority subject-subject relationship between the teacher and students in the educational process [2, C.4].

The following facts are of great interest:

- The breakdown of the material being mastered into finished parts (modules and its elements), correlates well with the credits of the European education system;
- Sifting out information that is "unnecessary" for this particular type of work, leads to time savings and makes it possible to include in the scope of the course material that allows you to effectively form the cognitive independence of students;
- The maximum individualization of advancement in learning contributes to the consideration of individual, age characteristics and the level of training of students, the organization of the process of independent cognitive activity based on their subjective experience.

Many authors identify the following principles of modular learning organization as leading: parity, dynamism, system quantization, problematization, efficiency and efficiency of knowledge, cognitive visualization, reliance on mistakes, saving educational time, etc. All of them are significant to one degree or another.

The principle of motivation is aimed at stimulating and creating conditions for self-stimulating cognitive activity. One of the ways of its implementation is the organization of interaction between the teacher and the student, which is regulated by the principle of parity.

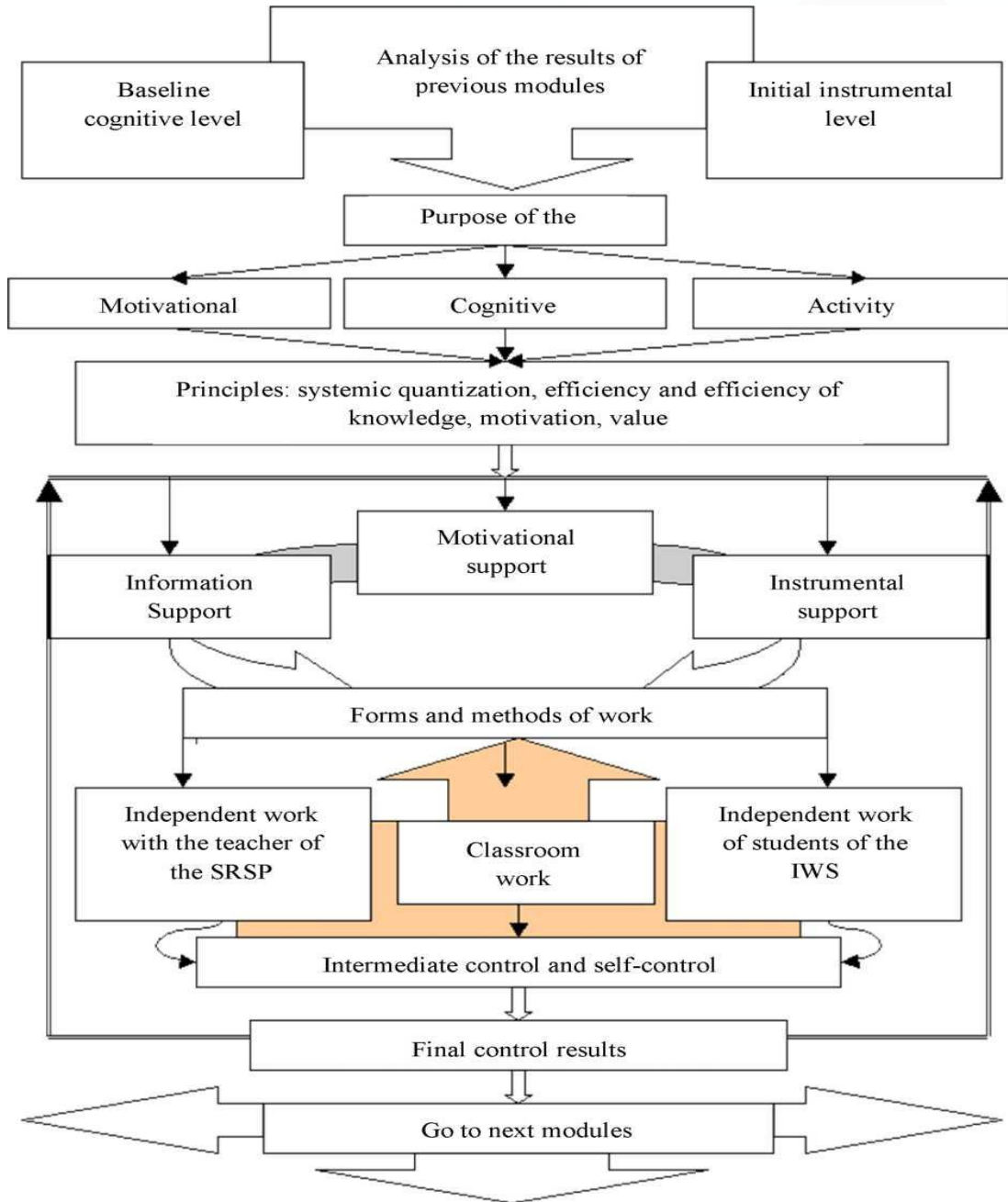
The principle of systemic quantization follows from the requirements of the theory of compression of educational information, which include elements of meaningful generalization, the theory of enlarging didactic units, cyclo-block technology.

The principle of the effectiveness and efficiency of knowledge allows you to implement a competency-based approach to training.

The principles of modular training listed above make it possible to single out the structural components of the module under the credit system of education, which make it possible to form the independence of students both within the classroom and within the framework of independent work:

- Learning goals, including motivational, content, activity components;
- Information support, implemented in the course of the educational process in the form of lectures, laboratory and practical classes, independent classroom and extracurricular work of students;
- Instrumental support, including the target program of the student's actions; teacher's recommendations on the implementation of the target program of action; teacher consultations;
- Motivational support, offering the maintenance of cognitive motivation at a high level;
- A system of control over the implementation of the set goals, including a self-control system.

The structure of the module in a graphical form, reflecting external connections and relationships between elements, is shown in the figure.



The motivational component of the goal will reflect the focus of the educational process not only on the formation of a stable system of students' motives necessary for successful cognitive activity, but also on the development of their ability to self-regulate with their own motivational sphere.



The cognitive component allows, even at the planning stage of the module, to reflect the need not only to master special (subject) knowledge, but also knowledge related to the psychological and pedagogical foundations of cognitive independence; development of intellectual abilities.

The competence-based approach, which is an integral part of the credit education system, predetermines the introduction of the activity component of the module's goal, which is formulated in the form of visually identifiable actions: define, compose, characterize, explain, etc.

## CONCLUSIONS

The goals, refracted through the prism of a modular approach, allow you to create information, methodological and consulting support, enabling the student to independently work with educational material, using it completely or choosing fragments from it in accordance with their educational needs.

At the same time, it is extremely important to motivate the educational process, which is carried out directly in the process of facilitating the teacher's activities or indirectly through information and instrumental support.

An important element of modular training is the control system (fig), which under the credit system increases its importance. It is advisable to increase the emphasis on intermediate control, gradually transferring it to self-control. Such a control system makes it possible to identify: the presence or absence of difficulties in the independent mastering of the material and the reasons for the difficulties; the need for the help of a teacher; preferred form of interaction with the teacher; subjective assessment of the course of training, etc. Feedback provides a prompt response to "failures" in the educational process through the correction of forms and methods of work.

Thus, the method of modules, which allows for the systematic expansion of self-governing functions of students, is one of the effective teaching methods in the credit system of education.

## Literature

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