CREDIT-MODULE EDUCATION SYSTEM AS A MODERN EDUCATIONAL SYSTEM

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Annotation
Modular educational technology as a modern pedagogical technology has the following important features, efficiency, effectiveness, economy, motivation; it is about the principles of developmental education, which implies the comprehensive development of the student's personality and, of course, his active independent cognitive activity.

Keywords: education, training, module, technology, knowledge, educator, information, teaching, independent, block, curriculum, student, individual, specialist, knowledge, distance learning.

Introduction
The essence of credit-module educational technology is the sequential mastering of information blocks - modules completed by students. Divided into separate interconnected modules, the educational information is aimed at optimizing the process of acquisition of new knowledge by students, removing unnecessary blocks of information from the study material studied in the subject education system, ensuring the interconnection of theoretical knowledge and practical skills. Modular learning technology focuses on the psychological characteristics of each student, the independent work of students with the proposed curriculum, which includes a targeted program of actions, database and methodological guidelines to achieve the specified didactic goals. Modular training technology ensures that the educational process is managed in accordance with the training requirements of specialists in a particular field, which reduces the time it takes for a young specialist to adapt to a particular type of professional activity.

The modular education system was developed by the American scientist J. Russell suggested. He is the founder of modular education, which defines a module as "an educational package that includes a conceptual unit of didactic content and a set of student behaviors". In doing so, the scientist pays attention to the psychological characteristics of learners, because in modular technology, learning efforts are performed individually in order to master the scope of new knowledge. The content of modular training is that the structure should be chosen as the object of new learning, where the features of integrity are preserved. Thus, modular educational technology as a modern pedagogical technology has the following important features: efficiency, effectiveness, economy, motivation; is based on the principles of developmental education, which implies the comprehensive development of the student's personality and, of course, his active independent educational activity; differs from other educational technologies in that it presents a completed information block, i.e., a module as the primary means of teaching.

Modular teaching is used not only in secondary schools, but also in higher education institutions, along with a system of lectures and seminars, in the distance learning of pupils, students and entrants. The

distance course consists of content modules designed for independent work of the learner who is able to allocate time and work with information.

Therefore, the issue of using modular learning technology remains relevant when working with students. It should be noted that it is the technology that is important, not the separate methods that are disconnected from this technology and allow the teacher to revitalize the practical training.

Pedagogical (educational) technology is a system of action of all elements of the pedagogical process, built on a scientific basis, programmed in time, leading to the intended goals.

Each pedagogical technology consists of: purposefullness; scientific ideas that serve as the basis; teacher and student action systems; outcome evaluation criteria; restrictions on use.

Modular learning technology is characterized by the study of theoretical material first of all, integrated block-modules, algorithms of learning activities, completion and interdependence of learning cycles and other cycles of activity, gradual individualization of learning activities and creating a situation where the teacher and student have a choice.

In our view, a module is a complete set of skills, knowledge, attitudes, and experiences (competencies) that need to be mastered, described in the form of requirements that a student must meet when the module is completed, and represent an integral part of a more general function.

Each module is evaluated and usually certified

The module itself is formed as a structural unit of the specialty curriculum; is formed in the form of a set of sections of different disciplines, which are integrated into the database according to the subject, as an organizational-methodological interdisciplinary structure or as an organizational-methodological structural unit within the subject

Modern English textbooks such as Opportunities can be cited as key examples of OUM built on such a principle. The content of education is presented in information blocks, which are mastered in accordance with the purpose. The didactic goal is formed for the learner and includes not only the scope of the content being studied, but also the level of its mastery. In addition, each student receives written advice from the teacher on how to act wisely, where to find the necessary study material, and so on. How is modular training different from other training systems? The form of communication between teacher and student will change.

This is done through modules and personalized individual communication. The student works as independently as possible, learning to plan, self-organize, control, and self-evaluate. This allows him to understand himself in action, to independently determine the level of knowledge acquisition, to see the gaps in knowledge and skills. The multi-tasking modules allow the teacher to individualize work with individual students. However, it should be noted that modular training serves as a basis for the development of the competencies of the future specialist.

In the research, modular training serves as a basis for developing the competence of the future specialist. The term "competence" (Latin) means "belonging, appropriate, relevant" in Latin and serves to describe the scope of powers conferred on a particular body or official by law or statute.

It is also necessary to pay attention to the principle of professional competence, which is one of the main moral and ethical principles of any specialist. It should be noted that the professional competence

of the future specialist may consist of specific components, from which it is the communicative competence that plays an important role in ensuring productive and efficient activity. This means that a competent professional in a particular field must have the appropriate competencies, which will enable him or her to make informed judgements about that field and ensure the effectiveness of the actions taken. However, we know that professional competence also includes individual psychological skills, including knowledge, professional experience and psychological training of a teacher.

Therefore, the issue of using modular learning technology remains relevant when working with senior students. It should be noted that it is the technology that is important, not the separate methods that are disconnected from this technology and allow the teacher to revitalize the practical training.

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Each pedagogical technology consists of: purposefullness; scientific ideas that serve as the basis; teacher and student action systems; outcome evaluation criteria; restrictions on use. The modular education system is characterized by the study of theoretical materials first of all, integrated block-modules, algorithmization of learning activities, cognition and other completeness and interdependence of activities, gradual individualization of learning activities and the creation of a situation where the teacher and student have a choice.

References

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