

Innovative Didactic Tools in Implementation of Independent Education in the Credit-Module System of Students of Higher Education Institutions

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Abstract:

This article provides information on the essence of innovative didactic tools for independent learning of students in the credit module system, their types, the stages of organizing independent learning in the auditorium, and the main features of innovative didactic tools in the field of education.

Key words: Credit module system, independent education, classroom lessons, didactic tools, self-confidence, knowledge, competence, skills, modern staff, concept, training manuals, textbooks, training literature, internet information.

Introduction. In the legislation of the President of the Republic of Uzbekistan Sh.M. Mirziyoyev on education dated September 23, 2020, the structure, content and conditions of its implementation, as well as the physical, personal, intellectual, scientific and Mandatory requirements for professional qualities were determined. Introduction of educational plans and educational programs into the educational process, educational plans and educational programs are developed based on the goals and tasks of the relevant educational stages.

The main strategic goal of the concept of development of science until 2030 is the transition to the innovative and high-tech format of the development of the national economy, the use and proper mobilization of the competitive advantages of our country, the expansion of the volume of innovative products, which ensures rapid economic growth. directing investments to the directions,

improving the standard of living of the population several times, finding a scientific solution to current issues in the social sphere based on the innovative approach and scientific research and the achieved results, developing scientific cooperation at the international level, as well as "Science and scientific activity" and "Innovative Activity" is to ensure the execution of the laws.

The main part. Today, four models of credit measurement system implementation are widely used:

- United States Credit System (USCS);
- Credit system of European countries (ECTS);
- Asia-Pacific credit system (UCTS);
- UK Credit System (CATS).

Among these models, the US and European models are the most common. In our republic, the Ministry of Higher and Secondary Special Education gives priority to the use of the European ECTS system in the implementation of the credit system. One of the most important aspects of the Bologna Declaration is the use of a single "credit system" (ECTS) for higher education institutions. A credit or credit unit is a cost indicator of any educational activity included in the curriculum. The ECTS system also offers a number of conveniences for universities. Thus, it ensures the similarity and uniqueness of curricula that accurately reflect information about the educational process in the context of specific educational areas and specialties.

It also allows advance coordination of program content in receiving and sending higher education institutions to achieve degree recognition. The responsibility and independence of the student in solving all issues related to education is preserved.

In the European education system, courses and the entire educational process are counted in credits, while in Uzbekistan and other CIS countries, they are counted in academic hours. independently determines the total amount of credits that must be accumulated in order to accumulate the term of study.

According to the ECTS system, the number of credits that students must accumulate in one year is 60. Considering that one academic year consists of two semesters, a student must accumulate 30 credits in each semester.

If the bachelor's course is 3-4 years, the student must collect 180-240 credits for the bachelor's degree, and 60-120 for the 1-2-year master's degree. That is, in order for a student to obtain the appropriate credits in a certain subject, it is necessary to complete a certain number of learning workloads. This means that the study load of 25-30 hours determined for 1 credit is the sum of the total study efforts that the student is expected to spend in order to learn the subject. It includes not only the class time, but also the time spent by the student at home and in the library to study the subject, and the time of the student's systematic efforts to master this subject.

It should be noted that the credit is not the price, but the amount of work. For example, if a student has mastered a 4-credit subject, he is considered to have completed 4 credits of work, i.e., he has participated in the lectures, practical and laboratory sessions of this subject, and completed independent work assignments. So, 10 students who have mastered this subject will get 4 credits regardless of what grade (5, 4 or 3 grades) they mastered.

In the credit module system, the amount of independent work of students increases to 50-60%, that is, if a total of 120 hours must be spent in 1 semester in a 4-credit systematic subject, the classroom hours are 60 or 48 hours, and independent education is 60. or 72 hours. Therefore, it is impossible to fully implement the credit-module system without paying enough attention to independent education and forming methodological types of independent education.

Independent education is a study course in which a student works independently on a specific topic and completes course work for a certain number of credits. The student works with a teacher or facilitator to complete a long-term project or multiple projects, and the student can independently conduct research and complete assignments. Independent study is often tailored to the needs of the student, and it is the teacher's responsibility to ensure that projects cover all the main topics of the course.

It is appropriate to divide independent education into two main types - independent work of a student under the guidance of a teacher (IWSGT) and independent work of a student (IWS). Currently, in the time standards, IWSGT (for example, management of calculus-graphic work, course work, course project work, qualification practice, qualification graduation work, master's thesis and student's research work, student's scientific-pedagogical activity and scientific analysis (internship), certain study loads are set for a doctoral student, guidance of an independent researcher, etc. However, the methods aimed at the student's independent work have not been developed.

There are many ways to organize student work on himself (without teacher supervision). For example, pedagogues can provide the student with the following modern educational materials for independent study.

Modern educational didactic materials include the following:

- Electronic versions of educational literature on science are necessary for learning this science from reliable scientific sources;
- Syllabus of the subject - to get acquainted with the credit of the subject, period of study, goals and objectives, course policy, subjects of the subject, types of training, types of independent work, teaching methods, evaluation criteria, literature, final control questions, etc. necessary;
- Science glossary - necessary to quickly learn science terms and content;
- The text of the lectures is necessary for studying the subjects of science;
- Organization of science forums on social networks and electronic platforms - it is necessary for students to exchange opinions on topics and assignments, to be aware of news related to science;
- Video recordings, podcasts, science videos taken from the Internet - necessary for learning science topics through video recordings;
- Science digests, i.e. internet links, are necessary for students to study the topic using internet links;
- Multimedia simulators, educational tests, practical programs, virtual laboratory stands - to acquire practical skills by practicing through a mobile device;
- Science MOOCs for learning science content online;
- Examples of cases related to science - to solve problematic situations and get acquainted with them;
- Scientific research topics - to independently conduct scientific research within the field, write scientific articles;

Quality organization of independent education depends on the pedagogical skills of the subject teacher and requires transparent assessment. For this reason, it is necessary to reduce subjective factors in student assessment and introduce automated, portfolio, presentation, project, test forms of assessment.

Independent work is a specially organized activity aimed at independent performance of educational tasks of various levels of complexity both in the classroom and outside the classroom, taking into account the individual characteristics of students.

The main goals of organizing independent work should be the systematization and deepening of the knowledge acquired in the classroom, independent mastering of educational material, development of students' independence, responsibility and creative initiative, research skills.

The organization of independent work in higher education institutions within the framework of the Bologna process implies the following:

1. to significantly increase the weight of educational material provided for independent education;
2. Development and constant updating of the knowledge repository, a set of educational materials designed to organize independent work of students, including evaluation of its effectiveness;
3. implementation of the principle of individualization of education;
4. changing the teacher's functions in the educational process;
5. there is a strong motivation for wider use of independent education forms among students and teachers;
6. Availability of appropriate material base both in the departments and in the university as a whole.

The independent work of students in the credit-module system is divided into independent education performed by the student without the guidance of a teacher and independent education under the guidance of a teacher.

Independent work of a student is a unique activity of a student, which is directed to independent completion of didactic tasks, interest in studying and acquiring knowledge within a specific subject. The student's independent work depends on the nature of the subject, the technical capabilities of the higher educational institution, and the educational and methodological support of the library.

Summary. Currently, great attention is being paid to the effective use of modern information technologies in the education of young people. In order to bring higher education institutions up to the level of world standards, it is necessary to equip them with information communication technologies and to have a high level of professional training of professors and teachers in all subjects using modern computers.

Today's youth should have high potential, be able to think independently, put forward creative ideas and make a great contribution to the development of our country. This is, first of all, the application of new innovative technologies in the field of education, taking samples from the experience of prestigious higher education institutions of foreign countries, effective use of Internet technologies in the educational process, and creating the basis for increasing the creativity of students. Independent education of students using various innovative didactic tools (MOOC, LMS, CMS systems), design of educational process and information educational space using Google tools and services (services) and formation of electronic learning environment in education, educational process through Google apps (Google Drive, Google Docs (text, spreadsheet, presentations, graphic editors), Google Calendar (calendar), Google Hangouts (messenger), Google+, Google Blogger (site creation) and Google Scholar and implementation of organization and management requires pedagogues to work on themselves perfectly, to complete and clearly formulate each assignment.

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