

**PRINCIPLES OF MODULAR TEACHING IN THE EDUCATIONAL PROCESS****Gaffarjon Ruzmatovich Rahmonov,***Associate Professor, Doctor of Philosophy (PhD) in Philology,  
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**Abstract:** This article studies the development and implementation of modular teaching technology and the adopted modular principles of teaching in the educational process, and highlights how they can be used in the modern education system. Also, conclusions and suggestions are made about the significant effect of this methodology in theoretical and practical training.

**Keywords:** The system of elementary units of pedagogical technologies consists of modules.

**A module** is a concept that constitutes pedagogical technology and represents its structural parts. Such parts consist of such types as a small module, a primary module, a set of modules, a level of modules and a complex structure of modules.

Modules can be small, medium and large in size. Their proportionality to each other may not be strict, and their interaction in the overall process may vary.

The smallest unit is a specific part of pedagogical technology, and such small modules form a primary module. A set of modules is used to scientifically organize the teaching process and ensure its quality and effectiveness. Due to the changing and modernizing nature of the modules, they are used dynamically<sup>1</sup>. Modular teaching means systematic teaching. In this case, educational material can be taught in the volume of one lesson, at the level of a topic or a section of a subject, and sometimes in the volume of a large component of a subject, that is, in the form of blocks, using modules. In higher and secondary specialized, vocational educational institutions, teaching in the form of modules (blocks) that form the structural units of several related subjects and the technology of teaching certain subjects is widely used. Blocks that correspond to the structural units of state educational standards are also used. There are also modules that serve the structural units of curricula and programs and the technology that ensures their implementation<sup>2</sup>.

The principles of modules used for teaching methods, techniques and tools are also being developed.

The following principles form the basis of modular teaching technology:

1. The principle of activity. This principle implies that modules are formed in accordance with the content of the specialist's activity. According to this principle, modules can be formed on the basis of a subject-activity approach or a systematic activity approach. The subject-activity approach to modular teaching technology requires the formation of modules as a result of an analysis of the curriculum and programs. In the systematic activity approach, a block of modules is formed on the basis of an analysis of the professional activity of a specialist.
2. The principle of equality, equal rights. This principle determines the subject-subject nature of the relationship between the teacher and the student. This indicates that modular teaching

<sup>1</sup> O.Jamollidinova. «Katta bog'cha bolalarini xalq hunarmandchiligiga o'rgatish bo'yicha ish dasturi» T.: 1996.

<sup>2</sup> Hasanboyeva O.U. va boshq. Oilada barkamol avlod tarbiyasi. T.: «Fan va texnologiya», 2010 6. M.Sh.Nurmatova, Sh.T.Hasanova "Rasm, buyum yasash va tasviriy faoliyatga o'rgatish metodikasi" Toshkent-2012

technologies belong to the category of person-oriented technologies. That is, modular teaching technology is adapted to the individual psychological characteristics of the individual.

3. The method of systematic quantization. This principle is based on the requirements of the theory of information compression, the concept of engineering knowledge, and the theory of enlarging didactic units. Along with this, this principle requires taking into account the following psychological and pedagogical commonalities:

- a large volume of educational material is remembered with difficulty and unwillingly;
- educational material presented in a reduced form in a certain system is easier to assimilate;
- the separation of the main parts of the educational material has a positive effect on memorization.

At the same time, the basis of the educational material should be scientific and fundamental.

4. The principle of motivation (awakening interest). The essence of this principle is to stimulate the student's educational and knowledge-seeking activity. This is a fundamental rule. The tasks of the historical and problematic elements of the module are to arouse interest in the educational material of the module, to stimulate learning, to encourage active creative thinking during classes.

5. The principle of modularity. This principle serves as the basis for individualizing teaching.

Firstly, the dynamic structure of the module makes it possible to present the content of the subject in three different forms: full, reduced and in-depth. The choice of one or another type of teaching is left to the student.

Secondly, modularity is also manifested in the variety of methods and forms in mastering the content of the module. This can be activated forms and methods of teaching (dialogue, independent reading, educational and imitation games, etc.), as well as problem lectures, seminars, and consultations.

Thirdly, modularity is ensured by the step-by-step mastering of new material, that is, in each subject and each module, teaching is directed from simple to complex.

Fourthly, due to the adaptability of the educational elements included in the module, the possibility of regular updating of the educational material is provided.

6. The principle of problem-solving. This principle allows to increase the effectiveness of the assimilation of educational material due to the practical orientation of problem situations and exercises.

During the exercises, a hypothesis is put forward, its validity is shown, and a solution to this problem is given. In most cases, our teachers only give arguments in the lessons (even if they are new), but for example, in the USA, the teacher shows and explains the method of studying the problem, the ways to solve the problem he has set, the nature of the experiment, its results<sup>3</sup>. First of all, this is what attracts the student, creates creative thinking and activity in him.

7. The principle of cognitive visibility (observable by eye). This principle follows from psychological and pedagogical laws, according to which educational displays increase the efficiency of learning only if they fulfill not only the visual function, but also the cognitive function. That is why cognitive graphics - a new problem area of the theory of artificial

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<sup>3</sup> Зиёмухаммедов Б. Педагогик махорат асослари. (ўқув қўлланма). -Т., 2009.

intelligence, are represented in the form of computer images of complex objects. The structural structure of the module is represented by colorful, cognitive-graphic educational elements (blocks of pictures). Therefore, pictures are considered the main element of the module.

8. The principle of relying on errors. This principle is aimed at creating situations for constant search for errors in the educational process, at developing didactic materials and tools aimed at forming a structure of pre-observation in the functional system of students' mental activity.

The implementation of this principle helps to develop critical thinking and skills in students.

9. The principle of saving study time. This principle is aimed at creating a reserve of study time for individual and independent work in students.

Properly organized modular teaching allows you to save study time by 30% or more. This can be achieved when all the principles of modular teaching are fully implemented, the educational process is computerized, and the curricula of related disciplines are coordinated.

Thus, modules, first of all, effectively serve to explain the concepts, rules, theories, laws related to the content of education, and the laws that represent the general connection between them. Modules are also used to monitor the learning and cognitive activities of learners and their mastery.

**References:**

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