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Formation Of Student's Communicative Competence By Means Of Modular-Rating Teaching Technology

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ABSTRACT

The article deals with the introduction of the credit-module system, which is an important factor in stimulating the effective work of teachers and students. The author of the article reveals the concept of module and credit. Modular training is the most coherent, clear and effective technology of education, which guarantees the quality of training of competent specialists. Students are taught under the programs created by modular technology, possess not only the knowledge but also the skills of the chosen profession and speciality: decision-making, performance of services and production work.

KEYWORDS

Credit, reform, innovation, parameters, training of competent specialists, modular technology, effective learning technology.

INTRODUCTION

It is known that the level of students' professional competence of any university, and in my case Ferghana State University, is determined by the effectiveness of the educational process. In this regard, there is an increasing need to improve the course curriculum for the studied discipline on the basis of personality-oriented modular learning technology and rating control system as components of the basic educational-methodical complex of the discipline.

The implementation of credit-module technology in the educational process of higher education meets modern

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requirements, as it provides the entry of universities of the republic of Uzbekistan in a single international educational space. It can be assumed that this technology, implemented on the basis of the module-rating organization of the educational process, is one of the effective conditions for the development and formation of foreign language professional communicative competence of students in the continuous multilevel educational system of a pedagogical university. As it is known, the essence of the Bologna Agreement is to introduce personality-oriented credit-module technology in the educational process as a necessary condition for improving the quality of higher education and creating an effective university control system based on credit units, which allow to determine the criteria level of basic competence formation of students in the studied discipline with regard to international educational standards (36, 90, 96, 106, 120, etc.). Therefore, the application of credit-module technology of training and control meets modern requirements ensuring comparability of national documents on higher education under the conditions of entering of higher education institutions into a single international educational space, involving academic mobility of future specialists.

METHODS AND MATERIALS

At the present stage, modular-rating technology in higher education is defined as one of the progressive educational technologies in the modern system of higher education. This technology has in its structure two interrelated components - modular learning, based on a modular-type curriculum and rating control, which are considered in systemic unity [17-6].

One of the tasks outlined in the present article is to identify a set of pedagogical conditions for the development of foreign language competence of foreign language students of pedagogical universities by means of modular learning. The use of the modular approach in learning is one of the main features of the credit system of education. The essence of modular learning lies in the fact that "...the learner can work more independently or completely independently with the individual curriculum offered to him, containing a targeted action program, bank of information and methodological guidance to achieve the didactic goals. Modular learning is defined as an innovative type of learning, based on the activity-based approach and the principle of awareness, characterized by a closed type of management of the learning process in the form of a module or modular program. The purpose of modular learning is to ensure flexibility in the content of training, its adaptation to the individual needs and interests of the student's personality and the level of her basic training" [7].

A.V. Morozov and D.V. Chernilevsky, well-known scientists in the field of modular learning, believe that modular learning:

- Ensures the elaboration of each component of the training material and its visual presentation in a modular program and modules;
- Provides a clear structuring of training content, i.e., a consistent presentation of objectives, theoretical material, exercises, control tasks, as well as providing the learning process with a

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system of knowledge assimilation evaluation (including rating), which allows to adjust and stimulate the learning process [10].

Thus, the essence of modular learning consists in the fact that the learner works independently with the program offered to him to achieve specific, clearly defined goals of learning. In modular learning part of the managerial functions of the teacher is programmed in the modular program. Through the modular program, these functions are gradually transformed into self-management functions. Thus, there is a development of management into self-management [10].

According to G.N. Gavrilova: "... such an organization of the learning process provides great opportunities for the development of a student as a subject of learning activity due to systematic and pedagogically equipped self-education activity" [5].

In modular teaching, educational material is formed in the form of autonomous organizational-methodical blocks or modules. Depending on didactic objectives, profile and level differentiation of students, individual opportunities of students to choose tasks, etc. the content and volume of modules can vary. The technology of modular learning was first applied in the second half of the XX century in higher educational institutions of the USA and in a number of countries of Western Europe (England, Germany, Sweden, etc.). A sufficient number of studies are devoted to the problems of modular learning: V. N. Afonasova [1], N. V. Balavina [2], K. Kurh [14], G. Owen [15], S. Postlethwaite [12], and others.

According to the analysis of psychological and pedagogical literature there are different interpretations of the concept of "module". For example, S.Y. Batysheva understands "module" as "...a part of a block, such a volume of educational material due to which the primary acquisition of some theoretical knowledge and practical skills to perform some specific work is provided" [13].

A.A. Verbitsky introduces two module-related notions: "activity module" and "training module".

"Activity module" is used by the author as a unit that sets the transition from professional activity to learning activity "...from real tasks and problems to classroom ones"; "training module" is considered by him as a fragment of course content together with methodological materials for it [16].

A. Choshanov includes the following components in the module: "a learning objective, a list of necessary equipment, materials and tools; a list of related learning elements; the learning material proper in the form of a brief concrete text accompanied by detailed illustrations; practical exercises for practicing the necessary skills related to the given learning element; a control (verification) work that strictly corresponds to the objectives set in the given learning element"[4].

A special study by N.A. Solovyova allows us to identify the structural components of the module in the credit system of training, which are equally important both in the classroom and as part of the students' independent work. These are the following components:

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1. learning objectives, including motivational, content, activity components;
2. information support, including lectures, practical laboratory classes, independent auditory and extracurricular work of students;
3. instrumental support, including target action program for students; teacher's recommendations on the implementation of the target action program; teacher's consultations;
4. motivational support offering maintenance of cognitive motivation at high level;
5. the system of control over the set goals, including the system of self-control [11].

According to the studies by E.S. Zair-Beck [17], T.N. Krepkaya [7] and A.A. Kyvsryalg [8] the following features characterize modular technology:

- Conceptuality: it is based on a certain concept, pedagogical concept;
- Consistency: pedagogical technology must have all the features of a system: the logic of the process, the relationship of its parts, the integrity;
- Manageability: pedagogical technology implies the possibility of diagnostic goal-setting, planning, design of the learning process, staged diagnostics, varying the means and methods in order to adjust the results;
- Innovativeness: the technology provides "interconnected activity of a teacher and a student on the basis of educational cooperation, dialogic communication, interactive approaches to learning";
- Effectiveness: modern pedagogical technologies exist in a competitive environment and must be effective in terms of results and optimal costs, and guarantee the achievement of the planned results in a short period of time;
- Correctability: technology implies the possibility of rapid feedback;
- Reproducibility and guaranteed results imply the possibility of using (repeating, reproducing) the pedagogical technology in other educational institutions of the same type and by other subjects and guarantee the achievement of the planned results.

RESULTS

Thus, the module acts as part of the didactic system, which pursues a clearly defined goal and contains the amount of educational material sufficient for the acquisition of certain theoretical knowledge, practical skills and competencies within a particular discipline. The development and implementation of training modules and modular programs consists of several stages:

- Analysis of training material in terms of methodological feasibility of its presentation in a modular version;
- Setting a comprehensive didactic goal, integrated and individual goals;
- Definition of the planned learning outcomes oriented to achieve the goals, as well as the assessment of the possibility to implement the goals;
- Development of didactic material in the form of learning modules;
- Designing teacher and student activities within the learning and cognitive process

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on the basis of training modules and modular programs;

- Experimental testing of developed training modules and modular programs in order to clarify the compliance of actual achievements with the planned results;
- Correction of the content of training modules and modular programs.

It is also necessary to specify the principles of designing training modules and modular programs:

- The principle of targeting information material;
- The principle of combination of complex, integrated and private objectives;
- The principle of completeness of the educational material in a module;
- Principle of relative independence of module elements;
- Principle of feedback implementation;
- The principle of optimal presentation of information and methodological material [16].

CONCLUSION

Thus, the modular-rating technology of teaching methodical and special disciplines in a pedagogical university in the present study was characterized by the following:

1. the presence of training modules and modular programs that provide students with independent mastering of methodological and language knowledge;
2. concentration of language material in a module that promotes its effective assimilation;
3. inclusion of task performance algorithms in module programs, creating conditions for self-regulation of students' learning and cognitive activity;
4. presence of individualized tasks in the modules, providing students with the choice of forms and ways of learning activities;
5. the use of tasks of different forms (current, intermediate and final) of control, which created conditions for tracing the dynamics of students' foreign language competence development level.

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