

The Main Forms of Organization of Independent Work of Students in the Credit-Module System

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Abstract – This article provides a scientific and methodological basis for the credit-module system, its importance, the main forms of organization of independent learning of students, types of independent work of students in the credit-module system, the content of independent work of students in the classroom and out of class.

Keywords – Credit-module system, independent study, forms of independent work, the content of independent work in the classroom and outside the classroom.

I. INTRODUCTION

The effectiveness of the education system is directly ensured by the level of teachers, student needs, the content of textbooks and the infrastructure aimed at the formation of independent learning. This means that the training of advanced personnel, increasing their competitiveness in accordance with the requirements of the labor market, the development of creative thinking professionals are closely linked with the educational process in educational institutions.

President signed Decree No. PF-5847 of October 8, 2019 “On approval of the Concept of development of the higher education system of the Republic of Uzbekistan until 2030”. This important policy document sets the task of “gradual transition of the educational process in higher education institutions to the credit-module system.”

II. MATERIALS AND METHODS

The credit-module system is the most advanced form of modern education.

According to the credit-module system, training is based on person-centered learning technologies and independent student learning.

There are two types of independent work of students in the credit-module system:

- in the classroom - this is independent work performed under the direct guidance of the teacher.
- outside the classroom - independent work given by the teacher but performed by the student without his participation.

The content of independent work of students in the classroom and outside the classroom is determined on the basis of the proposed educational tasks, specified in the working program of the subject.

Students and teachers may wonder exactly how much of this total reading load corresponds to classroom, classroom hours. The credit-module rules do not set a clear requirement or limit on this issue.

There are many reasons for this. For example, learning processes or modules do not always include classroom hours. Examples include graduate internships, diploma work, and similar study elements and modules in the curriculum. As you can see, such reading elements do not have classroom hours. But when we analyze the practice of universities operating in the credit-module system, we can observe that the ratio of

classroom and independent study hours in subjects and modules, most of which have classroom hours, averages 40 percent to 60 percent. In other words, this ratio is 1: 1.5. In other words, for every 1 hour of lessons assigned to a particular subject, a student will have to study and prepare for one and a half hours of extracurricular activities.

Selection of the most appropriate forms of independent learning in the field of mathematics and computer science, the use of adequate methods of their use will improve students' knowledge, skills and in the formation of their skills, leading them to effectively perform independent, creative tasks in the process of practical activity.

III. RESULT AND DISCUSSION

Although the forms of organization of independent learning are manifested at each stage of the educational process, we have tried to scientifically substantiate the forms of independent learning in the classroom and outside the classroom, mainly students studying mathematics and computer science.

a) independent forms of education organized in the classroom:

Form 1a - listening to the report and recording in a notebook;

Form 2a - practical and laboratory work;

Form 3a - Study of the design and implementation of the educational process on the basis of pedagogical and information technologies.

b) forms of independent education organized outside the classroom:

Form 1b - Working with educational literature;

Form 2b - Preparation for control work;

Form 3b - preparation of the report;

Form 4b - Distance Learning Technology.

The following is a brief description of the content of independent forms of education organized in the classroom.

Form 1a. Listen to the lecture and write down what is said. In the process of listening to a lecture in mathematics and computer science, recording it in a notebook, the sources of the lecture are written on one side of the page, leaving space on the other side.

On the other hand, it is recommended to draw conclusions made by the student, technical solutions, comments, questions that arise in them, options for answering questions,

write facts and put different marks. Therefore, sometimes wide margins are left.

Form 2a. Performing practical and laboratory work. Practical classes are aimed at strengthening the methodological knowledge of the student, transferring them to a new situation, the development of general pedagogical concepts and basic pedagogical skills to solve practical problems and situations.

The main essence of laboratory classes is that students independently perform various tasks or conduct experiments on the topic.

Forms of practical training: designing different pedagogical and technological situations, solving methodological problems, completing assignments, participating in discussions with teachers.

The main activity of students in practical and laboratory work is technological exercises.

Form 3a. to study the design and implementation of the educational process on the basis of pedagogical and information technologies.

Students majoring in mathematics and computer science learn to design the educational process on the basis of pedagogical and information technologies learned in lectures, practical and laboratory classes, mainly in the process of pedagogical practice. At the same time, students are able to creatively apply the knowledge acquired in certain conditions and choose the optimal options for education; methodical processing of the material to be studied by students; conducting scientific and methodological research; students should have the skills to develop interest and interest in mathematics.

The content of independent forms of education organized outside the classroom.

Form 1b. Working with textbooks. Working with educational literature outside the classroom is one of the most basic forms of independent learning. Working with educational literature is a very easy and convenient method. All learners should be well versed in working with textbooks. Textbooks include textbooks, manuals, methodological literature, information, instructions, etc.

Form 2b. Preparation for control work. The process of preparation for exams and tests is also one of the main forms of independent study.

Students have a great responsibility to pass exams and tests in the educational process. In exams and tests, students

report on how well they have mastered the curriculum. Students are positive perfect for their assessments on the basis of their own desire for control work must be prepared. Even if the student is thoroughly prepared for each lesson in time, he / she should re-read, summarize and systematize what he / she has read before the control work.

Form 3b. Preparation of reports. In the process of teaching in higher education institutions various forms and methods of teaching are used. The main form of education is a lecture. Lecture preparation is a very complex and labor-intensive task. Future undergraduate teachers of mathematics and computer science will have to prepare lectures in geometry, in the process of pedagogical practice.

During the lectures, as well as in various practical classes, the main focus will be on developing students' independent thinking, knowledge and skills.

Form 4b. Distance learning technology. Distance learning technology the solution of problems encountered in the implementation of the traditional education system or the conditions required by it. It allows you to increase the effectiveness of education.

As independent learning forms the basis of the distance learning process, students also develop creative thinking. In distance education, the duration of the educational process is not fixed. Supervision and response are performed by the student at an independent, convenient time. This situation serves to increase the effectiveness of distance learning.

IV. CONCLUSION

In summary, the credit-module system of education is important in improving the effectiveness of education, as it includes control over all forms of education (classroom and non-classroom), and is a unit of measurement that reflects the results achieved, rather than the number of hours studied.

The study and analysis of the introduction of the credit-module system shows that it has its own characteristics in different countries of the world. The expediency and effectiveness of the credit-module system is reflected in the widespread education system in many countries, as the development of educational programs allows students to independently acquire knowledge and increase the level of creative activity, which means that the quality of education will increase.

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