

Scientific Effects of the Modular Approach in Teaching the Theory and Methodology of Physical Education

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ABSTRACT

In this article, practical conclusions are given about the use of module teaching and its effects using modern innovative ideas of the theory and methodology of physical education.

The term "modular education" is an international concept related to the module, which means a node consisting of interrelated elements that can perform activities. In this sense, it is understood as a complete block of information, as the main tool of modular training.

A module covers the fundamental concepts of a discipline - a particular phenomenon or law, or a section, or a particular broad topic or group of interrelated concepts.

A module is a logically completed unit of educational material aimed at learning one or more fundamental concepts of the theory and methodology of physical education.

Modular training is one of the most promising systems of training, because the human brain is best adapted to the system. The basis of modular training is based on the modular organization of the tissues of the human brain.

Modular teaching is based on the general theory of functional systems, neurophysiology of thinking, pedagogical psychology.

According to research in these areas, the human brain, whose tissue is modular, best receives information in quantum form (in other words, in the form of certain portions).

Usually, the module consists of 4-6 hours of lecture sessions and related practical (seminar) and laboratory sessions.

Based on a strict systematic analysis of the explanatory apparatus of the theory and methodology of physical education, the most effective module is created. This makes it possible to separate a group of fundamental phrases, logically and compactly group the material.

Since the module is an independent structural unit, in some cases, individual students have the

opportunity to listen to only a number of modules of the theory and methodology of physical education, and not to the full. This makes it possible to optimally plan the individual and independent work of talented students.

In modular education, through the full, reduced and in-depth classification of educational programs, an opportunity to differentiate education is created, that is, it becomes possible to individualize education.

The following goals are pursued when switching to modular training.

- ✓ ensuring the continuity of teaching (between subjects and within the subject);
- ✓ individualization of education;
- ✓ creating sufficient conditions for independent learning of educational material;
- ✓ acceleration of training;
- ✓ to achieve effective mastery of the theory and methodology of physical education.

Thus, in modular teaching, full necessary conditions are created for students to learn according to their abilities.

The effectiveness of the transition to the module system of education depends on the following factors:

- ✓ the level of the educational institution's material and technical base;
- ✓ Qualification level of professor-teachers;
- ✓ evaluation of intended results;
- ✓ development of didactic materials;
- ✓ analysis of results and optimization of modules.

When switching to modular training, it is envisaged to implement the following:

- ✓ on the basis of an in-depth analysis of the syllabus, a group of closely related subjects is determined, that is, the entire curriculum is considered as a set of separate macromodules.

In most cases, the following three types of macromodules can be created:

- a) including humanitarian sciences;
- b) which includes economic sciences;
- c) including general education, general technical, general professional and special subjects.

Each macromodule has its own purpose and task in the formation of a specialist.

The purpose of learning a certain macromodule is derived from the learning goals of the physical education subjects included in it.

The set of learning goals of each macromodule, reflected in the state educational standards, is the main goal of training specialist personnel. The purpose of each macromodule is clearly defined, and it should be communicated to students when the first subject is studied. When each subsequent subject of the macromodule begins to be studied, the learning objectives of that subject must be communicated to students:

- ✓ Within each macromodule, the optimal sequence of studied subjects and their study periods are set

That is, it is necessary to achieve the reduction of study periods of physical education subjects and

thus the study periods of the macromodule by ensuring the continuity of education.

Subjects with a small amount of study hours (1-2 per week, in some cases 3-hour classroom sessions) should be included in the list of subjects that make up the block, and they are taught in the first and second half of the academic semester. can be said.

Macromodules are created on the basis of taking into account vertical interdependencies, but horizontal dependencies between macromodules should also be taken into account when setting their learning periods:

- ✓ in order to prevent the repetition of educational materials, the interdependence of physical education subjects and educational programs included in the macromodule is ensured.

The working curriculum of the theory and methodology of physical education, the grouping of individual topics in modules, will be reviewed. For each module, it is necessary to create goals with theoretical and practical significance.

A module may include 2-3 lectures and practical lessons and laboratory work related to the coverage of these lectures.

The following materials are prepared for each module:

- ✓ tests to control students' knowledge;
- ✓ tasks for individual work;
- ✓ assignments for independent work;
- ✓ educational and methodological handouts;
- ✓ list of educational and scientific literature;
- ✓ syllabus

Each module must be completed with tests: for the current module, this is a control of the material covered, and for the next module, it is an introductory (initial) control.

A set of handouts and visual materials will be prepared for each module and they will be given to the student before the training. The module is provided with recommended literature. Each student moves from one module to another as he learns the material. Gifted students can pass tests without depending on others.

Problematic and instructive lectures that provide generalized information on the main issues of modular teaching, theory and methodology of physical education require the reading of lectures. Lectures should be focused on developing students' creative abilities.

Practical and laboratory exercises of the module are created together with lectures, which supplement the content of the lectures with new material to be studied. Students will acquire certain practical skills.

Thus, the training of a highly qualified specialist using modular training is provided on the basis of:

- ✓ continuity of education;
- ✓ acceleration of training;
- ✓ study individually.

Based on the above-mentioned practical conclusions, it is appropriate to adopt the science of theory and methodology of physical education as a new methodology of today's youth training.

It was emphasized that the president of the country stated, "We consider it our first duty to improve the activities of all the links of the education and training system based on the needs of today's time",

and it should be based on modern approaches in training young people. Therefore, organizing today's lesson processes according to advanced innovative approaches is the need of the hour.

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