

Methodological System of Integrative-Modular Education of Future Teachers

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ABSTRACT

This article provides information about the need to create a methodological system for integrative-modular training of future teachers, based on the combination of two components - modular and integrative, which together determine the direction of development of the content and technology of education. Promoting the development of learners' independence is the purpose of modular training. Integration is really important to create a learning system which is mainly based on integrity.

A professional school should try to work in the mode of being ahead of changes in the social structure. The gradual development of higher professional education in Russia, caused by the social needs of society and entry into the European and world educational space, has led to a change in the main guidelines for educational activities at the university. One of the most vital features of the modern pedagogical process is its capacity of manufacturing.

Psychological and pedagogical literature contains a large amount of materials on the development and implementation of modern innovative technologies. M.M. Levina, V.M. Monahov; E.S. Polat; V.S. Kukushina; N.V. Bordovskaya and others has paid special attention to find these sources[1].

The division of education into stages and levels, the definition of effective ways to combine techniques, teaching methods, the use of multimedia technologies, the skill of a teacher - all of these in practice can create conditions for the introduction of modern learning technologies. In this case, not only the content of pedagogical and educational activities changes, but also significant transformations occur in the structures of educational information and in the forms of transmission for the assimilation of students, in particular, as in integrative-modular learning.

A lot of works of domestic thinker teachers are devoted to research in the field of modular education (A.N. Aleksyuk and S.A. Kashin; P.I. Tretyakov and I.B. Sennovsky; M.A. Choshanov; T.I. Shamova; P A. Yutsevichene and others [1]).

Modern researchers (T.I. Shamova, T.M. Davydenko, G.N. Shibanova, etc.) emphasize that modular education (modular technology) transforms the educational process so that the learner independently (in whole or in part) learns according to the target individualized program. The

core of modular learning is a learning module that includes a complete block of information, a student's target of action program; recommendations (advice) of the teacher for its successful implementation. Modular technology ensures the individualization of learning in terms of content, the pace of assimilation, the level of independence, the methods and methods of teaching, the methods of control and self-control, and the purpose of modular education is to promote the development of students' independence, their ability to work, taking into account individual ways of working out educational material [2].

In our study, we focus on improving the quality of students' professional training through interdisciplinary integration and modular learning technology.

Integrative-modular learning combines in the educational process two relatively autonomous areas of pedagogical science - modular and integrative, which together determine the direction of development of the content and technology of education.

A systematic approach to solving various problems in vocational education is based on the principles of systems theory. The main concept for this theory is the concept of "system".

System (from the Greek *systema* - a whole consisting of parts) - something whole, complex, unity, uniting many elements connected with each other; a certain order of location, communication; features of construction, organization [10].

V.G. Afanasiev considers the system as a set of objects, the interaction of which causes the emergence of new integrative qualities that are not characteristic of the individual components that form the system [11]. This definition does not take into account the connection with the environment, functioning and management.

Functioning is considered as a process of realization of its functions by the system, the action of the system in time. Contribution to the development of the theory of methodological systems for teaching future teachers was made by V.V. Kraevsky [13], A.M. Novikov [14], A.M. Pyshkalo [15], G.P. Stefanova [16], A.P. Tryapitsin [17] and others.

The methodological system of professional training of teachers is a methodically conditioned sequence of teaching cycles of disciplines of the curriculum that has a common focus of learning. Such a system based on integrative-modular learning is a methodically conditioned, consistent, systematic order of the modules of the educational program that ensure integrativity, located in a certain educational system, there are mechanisms and conditions that ensure the purposefulness of educational activities.

Mechanisms are a set of rules, procedures, algorithms that determine the action, behavior of all elements of the system and the interaction of the system with the environment [19].

A methodological system, like any system, has its own mechanisms of functioning. These include: regulatory, organizational, motivational and monitoring mechanisms. *Regulatory* - is determined by the regulatory documents governing the functioning of the educational activities of the university (Federal Law "On Education in the Russian Federation", Federal State Educational Standards for Higher Education, Regulations on the organization of educational work at the university, Regulations on the research work of students, etc.). *Organizational* - provides for consistent management actions on the part of the educational and methodological management, departments for the implementation of integrative-modular training. *Motivational* - stimulation and motivation of subjects of educational activity, the interest of system participants in the process and result.

Monitoring - provides for the assessment of the dynamics of professional and personal growth of students and the correlative program, curriculum, work programs of disciplines, taking into account interdisciplinary integration, the development of intradisciplinary modules in accordance with the regulatory framework. Then, consistent management actions are needed on the part of

the educational and methodological management, departments for the implementation of integrative-modular training. At the same time, it is necessary to maintain the interest of the teaching staff in the functioning and improvement of the system, their stimulation and motivation. With the further introduction of the methodological system of integrative-modular education of students, it is necessary to assess the dynamics of professional-personal or professional-functional growth of students and correct educational activities.

Through planning, the teaching and methodological department, departments and faculty strive to establish the main directions of efforts and decision-making that will ensure unity of purpose for all performers.

The organizational mechanism implies the creation of a certain structure, consisting of a number of elements, by determining the types of activities necessary to achieve the goals. The educational and methodological management gives the task to the departments of the university, the departments select teachers and employees, delegating tasks and powers to use the resources of the university.

When the motives of activity arise under the influence of an external subject, they are based on rewards. The components of such rewards (extrinsic motivation) are bonuses: for diligence, for labor intensity; performance bonus, etc.

The monitoring mechanism involves monitoring that the activities of people actually achieve their goals, developed in the planning process. The main goal of monitoring is to achieve a situation in which the process of managing the educational process would really force all its participants to function in accordance with the plan. Neither normative-legal, nor organizational, nor motivational mechanisms can be considered in isolation from monitoring. It measures what was actually achieved over a certain period and compares the result with the expected one, that is, feedback and correction are carried out.

The departments provide didactic and methodological support for this process, conduct pedagogical monitoring of the level of training of future teachers. The exchange of information horizontally and vertically between various departments is systematically carried out through the educational and methodological department of the university. The results of the work are discussed and decisions are made to improve the effectiveness of the methodological system of integrative-modular training, are reflected in the decisions taken by V.M. Monakhov considers the system control factor, without which it simply cannot function.

The managerial element of the methodological system allows solving educational and methodological problems, as well as determining the technology for solving these problems [20, 21].

Thus, these mechanisms and conditions and their observance make the methodological system of integrative-modular training of future teachers developing, thereby ensuring its integrity. Further areas of research can be: the use of information technology in the design and implementation of a methodological system of integrative-modular education of students; increasing the role of the teaching staff of the university in the design and implementation of the tasks of integrative-modular education; motivation and activation of students' activities in integrative-modular learning.

The current stage of scientific and technological progress is characterized by the dynamism of ideas and solutions, the interdisciplinary nature of the tasks being solved. This places new demands on university graduates. A high degree of knowledge renewal, the introduction of modern forms of information processing and storage, and the widespread use of computer technology require changes in the technology of pedagogical work, and, consequently, changes in the content, forms, and methods of teacher training.

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