

PREPARING STUDENTS FOR INDEPENDENT LEARNING ACTIVITIES IN THE CREDIT-MODULAR SYSTEM

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Abstract. This research paper discusses a model for the formation of the skills of a student's self-educational activity in a credit-modular system of learning organization predicts the course of the process, targets, performance indicators, the specifics of self-educational activity, which is natural, purposeful, manageable and progressive, has the property of continuity, stability; reflects the logic and sequence of implementation of the motivational results of the stages. Also, the main feature is the pedagogical conditions under which the credit-modular system of organization of education acts as a factor in the formation of the skills of the student's self-educational activity. Thus, the use of objective diagnostic methods as a didactic alternative to assessment in credits, focused on the rationing of content units, formed the skills of a student's self-educational activity, which develops forms of self-assessment and self-control of a student in self-educational activity.

Keywords: Abilities, education, credit - modular system, integration, independent work of students, training, skills.

I. Introduction.

The introduction of a credit accumulation system not only gives the student greater freedom, but also allows them to independently plan the educational process so that in the future they can become a competitive professional in their chosen field. At the same time, this contributes to the improvement of the assessment system and educational technologies.

The introduction of a credit-modular system in the field of higher education will improve the quality of education, ensure transparency, eliminate corruption, reveal the true knowledge of the student and create the basis for independent acquisition of

knowledge and work[1-3].

In addition, the introduction of a credit-modular system is an important factor in the cooperation between a teacher and a student. So, the teacher organizes, directs, advises, checks the process of assimilation of the material by the listener. However, the greatest emphasis is placed on independent learning of students, which means that its importance in the educational process is increasing. This will lead to an increase in the creative initiative and activity of professionals.

University students always have the opportunity to get help or advice from teachers and fellow students, which strengthens mutual understanding and contributes to the development of teamwork skills.

Moreover, the transition to a credit-modular system of education will increase the interest and demand for professors and teachers of higher educational institutions. As mentioned above, with such an innovation, the teacher consistently performs not only information and control functions, but also advisory and coordinating ones. Its leading role in the educational process is preserved.

It is important that this system is focused on the professional development and maturity of the student, as well as ensuring continuous learning.

II. Methodology.

The defining characteristic for understanding the learning activities of students is independence. Understanding the problem of student independence in the educational process is the basis for a responsible attitude to the professional training of future specialists. The reform of higher education led to an increase in interest in the search for effective pedagogical conditions for the formation of the independence of students who are able to qualitatively master the content of educational material, consciously plan the self-development of intellectual, moral and physical abilities.

The introduction of a credit-modular learning system makes the student's independent work more organized, since each lesson is conducted as a micromodule and each student is under the systematic supervision of a teacher. The results of the current and modular control give the teacher the opportunity to take prompt educational and didactic measures in time, which will improve the quality of student learning, direct them to further independent work, and develop independence in obtaining new knowledge.

The credit-modular system can activate the independent work of students, motivate their desire for constant, and not just sessional participation in the educational process[4].

Purposefully organized independent work of students allows you to create the necessary conditions for the formation of a conscientious attitude to the educational process (a student's educational work), fostering a sense of duty and responsibility, efficiency and initiative, perseverance and discipline, as well as creativity and other ethical standards necessary for worthy performance in professional activities.

The development of independent work skills in the conditions of a credit-modular

system is facilitated by the use of three types of problem-modular lectures in the educational process: scientific-informational, scientific-project and worldview-reflexive. Problem-modular lectures as an organized communication of a lecturer with an audience, during which a common solution to a scientific problem is found, implements a business, informational and psychological exchange of knowledge, skills and values between students and a lecturer. All this, according to the scientist, is a kind of motivation for learning activities, the basis of developing interaction (Fig.1).

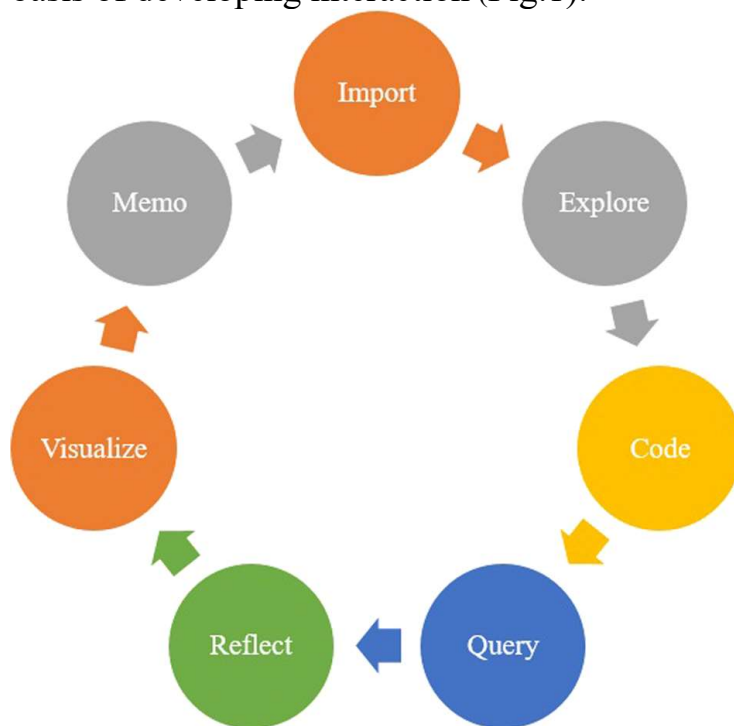


Fig.1. The development of independent work skills

The above types of lectures should be based on the search interaction between students and the lecturer, and the result should be the solution of the proposed versions, hypotheses, real social, scientific and personal events. At the same time, the expansion of the processes of critical and creative reflection of what has been received is of particular importance, which contributes to the self-affirmation and self-realization of students. Other forms of organization of the scientific process can also become a significant potential for the development of students' independence in the conditions of a credit-modular system: seminars, scientific conferences, debates, etc. The participation of students in them is a real opportunity not only to gain new knowledge and skills, to expand experience, but also to determine the level of competence in certain issues, to express their own vision, and simply to establish themselves in their own self-sufficiency. It should be noted that student independence is especially important in this system of education. Therefore, in our work, we turned to the analysis of scientific and pedagogical literature, as well as to the rich pedagogical experience of many generations of

researchers. The cooperative relationship "student-student" and the relationship "student-teacher" are two main factors influencing the effectiveness of training: academic development, personal development and student satisfaction with their own experience.

Communication is manifested in the communicative-motivated behavior of the teacher and student in the course of educational activities, as well as in the objectivity of the communication process, which is expressed in a careful selection of linguistic intentions, and thus communication situations that reflect the practical interests and needs of students.

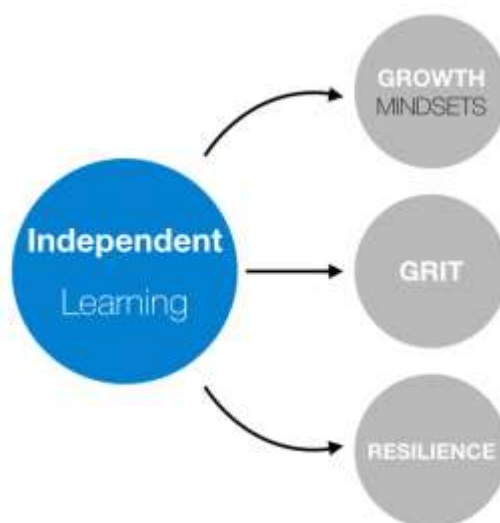


Fig.2. Condition for successful and active work

Communication is a necessary condition for successful and active work with pedagogical information (Fig.2). One that aims to educate and educate students. Therefore, the ability of a teacher to beautifully and correctly, clearly and understandably express his thoughts is the key to success in his work. Thus, you can make even the most difficult topic of the lesson interesting, the process of studying it attractive, create a sincere atmosphere of communication in the classroom, establish contact with students, achieve mutual understanding, and form a student's sense of self-confidence.

III. Results.

In the course of the study, we determined that the implementation of this system contributes to the observance of the following didactic conditions:

- joint educational activities of a teacher and a student in the establishment of cooperation between them;
- integration of classroom and extracurricular activities;
- combining external and internal control, which ensures the intensity and efficiency of feedback.

Thus, we define a brief description of each of the conditions of the credit-modular

system:

1. The joint learning activity of a teacher and a student is based on the positions of cooperative and collaborative learning, in which a community effect is formed when participants work together in an unstructured group and create a learning situation.

Cooperation at the level of "teacher-student" is primarily determined by the readiness of the teacher to introduce innovative student-centered models in the learning process. Single out the following requirements for a teacher who pays attention to these conditions:

- mastering the technologies for creating personality-oriented situations, which include diagnosing the student's personal potential;
- definition of the problem-conflict area, its development, correlation of the problem that has arisen, with the possibility of the subject being studied, in the form of activity that is organized during its study;
- creation of problematic, dialogic, game situations;
- search for active and communicative forms of constructing training sessions, determining the possibilities of collision of students' educational activities with their extracurricular sphere of life.

In addition, the humanistic orientation of education is singled out as one of the conditions for the development of independence.

Humanization is a key element of the new pedagogical thinking, the basis of which is the development of the individual. This significantly changes the orientation in the work of the teacher. If earlier he had only to transfer knowledge, then in the conditions of humanization he should contribute to the full and independent development of the student. Such cooperation is possible only if there is a democratic style of teaching. In this regard, the following provisions must be taken into account:

- the purpose of the lesson is always clear to the student;
- the teacher knows all the students in the group;
- works together with the group;
- in communication with students is not selective;
- objective in assessing students' knowledge.

The functions of the teacher in the implementation of this condition are to help students achieve the best results in their independent cognitive activity.

2. Integration of classroom and extracurricular forms of learning activities. The principle of integrativity provides for the presence in the educational process of an internally interconnected and interdependent integrity, the establishment of links and relationships between the components of educational activity by including them in new communication systems.

Observations of the real process show that the optimal ratio of different forms (classroom and extracurricular) organization of the scientific process contributes to the

development of students' independence, creative transformation of learning skills in new communicative conditions.

Extracurricular work should consist of the following parameters:

- be characterized by a high aesthetic level of content, forms and methods;
- integrate seamlessly with classroom work;
- be built taking into account the level of training of students;
- be based on a combination of the leading role of the teacher with the activity and independence of students;
- combine individual, group and mass work.

Among the forms of extracurricular work, the most effective are: called forms of formal cooperative learning, when students work together for one period of several weeks, achieve those goals that have been distributed, and those that involve joint implementation. Groups formed on this basis provide a platform for all other joint general educational procedures.

3. Combining external and internal control, which ensures the intensity and efficiency of feedback.

IV. Conclusion.

An independent way of evaluating academic work helps to master general methods of action, skills of self-control and self-esteem, and contributes to the development of independence. In order for students to have a clear guideline in their assessment activities, a normative method of control is also used, which provides students with illustrative examples for work. The student's readiness for an internal semantic assessment of his activity indicates the development of reflexive capabilities, the ability to provide feedback, which allows him to see the reasons for his educational success or failure, assess the degree of achievement of the planned result, correlating it with his own actions.

Among the forms of control, the following can be distinguished:

- educational commentary, which consists in the fact that one of the students, performing certain actions, explains them based on a specific source;
- structuring texts and compiling various kinds of summaries, while practicing the ability to analyze evidence, control the process of working with the text;
- self-checking of answers;
- delegation of roles (assistant, consultant, speaker, opponent, etc.);
- drawing up plans for practical and mental actions in the performance of various tasks;
- mutual verification of oral and written answers (it is advisable when carrying out small tests, students exchange papers and reviews on them, independently develop (read, comprehend) new material, working in pairs, make up questions to what they have read using "mutual control sheets").

Particular importance is the verbal assessment of students' learning activities by

the teacher, which is one of the most rapid forms of assessment. It is necessary to use versatile, systematic assessments, which should be based on the ideas of the humanization of education, and should also be a guide that provides for people's attitudes towards each other as the highest value. Such assessments should include an analysis of learning activities, and not criticism of the student's personality.

The above conditions for the development of independence in the conditions of the credit-modular system, together with pedagogical means, forms and methods of teaching, provide the developing function of the individual in the course of educational activities.

In addition, the student's psychology is gradually changing from a "consumer" of ready-made knowledge to a creative perception of education. An important aspect of education is the "spirituality" of the modern student. Spirituality for a student is an opportunity for self-realization based on the highest values: morality, respect for the personality of another. For a teacher, this is a rejection of a peremptory and derogatory attitude towards a student. This is a huge responsibility to one's own conscience, as well as the need to perform the function of a spiritual referent, an example to follow.

However, in the methodological aspect of independent work, the central place still remains with the interaction between the teacher and the student.

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