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Theoretical Basics of Communicative-Creative Modular Teaching Technology of Future Competent Teachers

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Abstract: The article discusses the fact that modular learning technologies are the most modern technology, modular program, learning module, module blocks, modular approach, module types and procedural parts.

Also, in the modular approach, the ways to achieve the set goal with the help of optimal (most favorable) methods in the short term, which require the acquisition of information, independent analysis of perceived information, expressing one's independent opinion, are shown.

Keywords: module, modular training, modular program, module blocks, modular approach, module types, new pedagogical technology.

Modular teaching technologies are the most modern technology, a holistic process based on the systematic processing and analysis of information made up of module blocks, independent activity of the student, using various forms in the diagnosis of knowledge, skills and abilities.

A module is a didactically designed, result-oriented unit with a meaningful and logical end, consisting of input and output controls.

A modular program is a set of module blocks within one discipline, a set of didactic goals to be achieved, methods and tools used.

A learning module is a relatively independent, self-contained part of a learning course. It consists of educational methodological support, theoretical and practical parts, parts such as assignments and current and final control.

Modular technologies remain one of the most effective approaches aimed at ensuring an effective result in the formation of knowledge and skills in students, planning, self-management and control, assimilation based on independent activity. A module is a purpose-oriented link that reflects the content to be learned and the technology for mastering it.

Today, in order to reveal all the possibilities of a student's personality, it is necessary that education should be person-oriented. For this, in the process of organizing education, it is necessary to take into account the student's abilities, needs and unique aspects. If these elements are taken into account, an educational system based on the "subject-subject" concept, which is self-differentiated, develops and strengthens the motivation to study.

One of the pedagogical paradigms deeply embedded in the traditional education system is the subject-object relationship. This approach was introduced by the German pedagogue I.F. Gerbard (1776-1841). In this approach, the pedagogue plays the role of the subject and decides how to teach, what kind of students to develop, and what direction to develop the student body based on his own approach. Students passively play the role of object. The main activity of students is learning to

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remember, understand, and apply. The idea against this paradigm was developed by the American pedagogue D. Dewey (1859-1952). In his opinion, it is necessary to give the student freedom and take into account his wishes in finding answers to the questions of what and how to study. So that the student actively begins to independently manage his work, his destiny, his life. This concept has been recognized as a "subject-subject" relationship and has a place in the education system of many developed countries. [8,120 p.]

It should be said that the positive aspects of the rich didactic experience accumulated in the history of education were reflected in modular education.

The concept of "modular education" was introduced by Dj. Russell in 1971. Russell interprets a module as a learning package and includes activities related to learning a conceptual unit of learning material. B. M. Goldschmid interprets the module as an independent unit that helps the student to achieve a certain intended result (1972). [8,120 p.]

In addition, several features related to the concept of "module" can be distinguished:

- The goal;
- Integration of different types of educational activities;
- Methodical support;
- Independent development;
- Independence of the student in the educational process;
- Ability to analyze and structure educational information;
- Control and self-control;
- Student's personal trajectory in education.

A module can consist of several blocks:

Block 1. Access control is aimed at checking existing basic and residual knowledge for learning a new topic.

Block 2 is a theoretical block. It consists of structured information and visual materials for each logical part of the topic (it is desirable that the information is fully displayed in pictures, diagrams, schemes).

Block 3 is aimed at analyzing each piece of theoretical information together with students.

Block 4 is a practical block. Organization of students' practical activities based on theoretical knowledge.

Block 5 is a deepening block. Completing complex assignments in a subject area.

Block 6 is a control block. Control of completed tasks.

Block 7 - analysis of control results. Identify and analyze common errors.

Block 8 - output control. Completion and submission of assigned tasks on the subject.

Module types:

- Theoretical modules (Modules aimed at forming theoretical knowledge).
- Practical modules (modules aimed at forming practical skills and competencies).

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- Technological or mixed modules (modules focused on formation of theoretical knowledge, practical skills and skills).

Components of the module.

The modular program consists of a complex didactic goal (KDM) and a set of module blocks that serve to achieve this goal.

To develop a module program, it is necessary to extract the main ideas and structure them in block-modules, and then to form complex didactic goals. Complex didactic goals are divided into module-block goals, i.e. integrative didactic goals (IDM) and specific didactic goals (XDM), which in turn are made up of educational elements.

The purpose of the modular programs is definitely to train a qualified specialist. The module begins with determining what kind of student system is being placed on this specialist when creating the purpose of the program. Today, the general system of students assigned to a specialist in Russia is studied and divided into three main groups. The criteria for determining the competence of a specialist can be divided into the following categories

Instrumental competencies:

- to have the ability of analysis and synthesis;
- ability to plan and organize;
- having general basic knowledge;
- acquired basic knowledge in the specialty;
- able to communicate easily in the mother tongue;
- skills to use information technologies;
- ability to work with information material;
- ability to solve problems;
- Ability to make decisions.

Systematic competence:

- being able to systematically apply knowledge in practice;
- conducting research;
- adapting to a new environment;
- create;
- developing leadership skills;
- ability to work independently;
- development of projects and their management;
- promotion of entrepreneurship and new ideas;
- responsibility;
- development of motivation to achieve success.

The general didactic goals of the chosen specialty are reflected in the approved standard. The development of the module program is based on the requirements of this standard.

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There are three main components to consider when developing modules:

1. Module specification.
2. Development of the control unit of the module.
3. Development of educational material of the module.

1. Module specification - contains complete information about this module. It includes:

1.1. Name of the module. The names of the modules should be relevant to the content and should not contain returns.

1.2. Purpose of education. As a result of mastering this module, it is necessary to explain how to work, its importance in professional preparation. It is desirable to reflect the planned progress of the student.

Development of the control unit of the module.

1.3. Evaluation criteria. When developing evaluation criteria, the object of activity, the type of activity performed, the quality of activity, and the standards of the performed activity are considered. When developing evaluation criteria, it is necessary to develop the type of activity corresponding to the learning results. It is recommended not to exceed 4 or 6 criteria for checking each result.

1.4. Mastery level. Criteria for the depth of mastery are developed, and in some cases it is not necessary to develop it if it is specified in the evaluation criteria. The achieved result proving the level of mastery can take different forms. The learning object can be in the form of a prepared subject, a practical assignment, oral or written answers.

1.5. Module access control. It shows the system of education and knowledge required to study the module.

1.6. Duration of the educational process. Duration is reflected in Study Hours or Credit Units.

1.7. Evaluation. When developing an evaluation system, it is necessary to pay attention to its validity and reliability. It is desirable that the final control be carried out separately. Some modules may also be single graded. The grading system is chosen based on the nature of the module.

Components of the module:

1. The name of the module.
2. Purpose of mastering the module.
3. Methodological recommendations for working with the module.
4. Theoretical information bank and basic concepts.
5. The contents of seminars, practical and laboratory work, tasks and recommendations that help to complete them.
6. Current control tasks.
7. Independent tasks performed individually.
8. Written control options.
9. Questions for self-examination.

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10. Rating Points A Student Can Earn.

In short, the goal of the modular approach is to acquire information, independently analyze perceived information, express one's own opinions, and achieve set goals using optimal methods in a short period of time.

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