



INDIVIDUALIZATION OF STUDENTS ' EDUCATIONAL ACTIVITIES IN THE CREDIT-MODULE SYSTEM

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ABSTRACT

This article highlights the improvement of the quality of education due to the individualization of educational activities of students in the process of teaching the subject of drawing higher educational institutions according to the credit-modular system.

KEYWORDS

Credit module, students, educational activity, drawing, individualization, education, quality, educational trajectory.

INTRODUCTION

It is known that the competence-based approach in higher education is considered to further individualize education, including the involvement of students in independent educational activities and increasing their personal responsibility for their results (individual planning, self-assessment, self-organization, self-development, presentation of their educational achievements and protection, etc.).

In the dictionary of pedagogy, the concept of "individualization" is considered as follows:

- the process of self-realization, as a result of which a person strives for individual development;
- forms and methods of taking into account all the individual abilities of students in the educational process, regardless of what features and to what extent they are taken into account.



The principle of individualization is necessary in any educational process - it is the organization of educational and cognitive activities taking into account the important individuality and potential of the student. In teaching, this principle has a special importance, there is a lot of psychophysical importance:

- composition of the audience;
- adapting to the educational process;
- ability to receive news.

All this is the implementation of the principle of individualization of the educational process, taking into account the possibility of applying such a form and method of teaching, the important individuality of each student.

One of the ways to achieve this goal is to expand the composition of training of specialists in their future professional activities, the variability of educational services and programs, and the diversification of higher education, which ensures the individualization of the educational process. This, in turn, expands the range of required professional and personal qualities of a university graduate, focusing on the formation of competencies that combine not only cognitive, but also motivational, value, social and behavioral components.

The accession of the Republic of Uzbekistan and other CIS countries to the Bologna process involves the introduction of a number of important changes in universities; to expand the academic mobility and freedom of all subjects of the educational process; improvement of quality control of education; The implementation of the Bologna Declaration will significantly change the training of future professionals. The main attention is directed to the subjective space of the person, choosing a certain

trajectory of development in professional training, implementation of various strategies of individualization of training. Currently, higher education practice in Uzbekistan focuses on the tendency of students to receive higher education as a basis for further development, formation of a professional career and life path, rather than a certain profession. In this regard, it is of particular importance to develop individual educational directions of students, ITR (Individual educational route) as a basis for further self-awareness, personal and professional self-expression.

Currently, scientific literature uses the term "individual education trajectory" along with the concept of "individual education direction". According to G. A. Bordovsky, S. L. Vdovina, Ye. A. Klimov, B. C. Merlin, N. N. Surtaeva, I. S. Yakimanskaya and others, has a broader meaning and includes several areas of implementation: independent (variable curricula and training programs that determine the direction of individual education) ; activity (special pedagogical technologies); procedural (organizational aspect).

We believe that it is appropriate to separate these concepts. A personal learning trajectory, in our opinion, is clearly realized (has concretization) through a learning path with clear control points. Consequently, the content of the individual educational direction creates a structural basis, determines the direction, and also serves as a means of implementing the educational trajectory.

Based on the analysis of the literature, we define the concept of "student's individual educational direction" in relation to the credit module system of education, which we define as a step-by-step plan (educational, scientific, value-oriented, etc.), activities developed together with the advisor, based on his subjective experience, his contribution to the development of the



subjective state, individual, academic actions are taken into account.

It should be noted that we pay attention to the process of formation of the future specialist's individual educational direction, in which, as a result of the organization of joint purposeful activities of teachers, consultants and students, ITR acquires its own form (contour).

In accordance with the obligations adopted in accordance with the Bologna Declaration, Uzbekistan should implement a number of measures to ensure the recognition of educational programs, first of all, by introducing the system of credit units-credits. In order to ensure the international recognition of national educational programs, the quality of education and the continuity of all levels and stages of higher and post-higher education, the credit system of education is gradually being introduced in all universities of the republic.

Our comparative analysis of traditional (linear) and credit module systems of education shows their significant differences in a number of features: duration of the academic year, vacations, semesters, sessions, forms and methods of monitoring and evaluating the quality of education, student mobility, training trajectory, choice of subjects, etc.

A comparison of educational systems shows that the credit module system gives the student more freedom in choosing subjects, teachers, study programs, and mobility; unlimited access to educational information (curriculum, curriculum, educational literature, schedule, etc.);

A key variable that determines many educational opportunities is the variability of content, which determines the depth of the learning trajectory, the choice of subjects, the nature of the interaction with the teacher, and the methods of learning the learning

material. However, in order for the variability of the educational content to become an important condition for understanding the individual characteristics of the student, a means of personal development, it is necessary to choose the optimal dynamics of learning by determining the movement. At the same time, in our opinion, the credit module system of education is not without flaws. These include: low level of information provision; excessive emphasis on the educational program to the needs of the labor market, to the detriment of basic sciences; a sufficiently high level of student consciousness, which is manifested in the absolutization of tests as a way of controlling students' knowledge, skills, and qualifications, unwillingness to participate in the discussion of abilities, lecture materials, and the choice of teachers and subjects; in the form of non-mandatory lecture hours for students; lack of time to study the course program (the duration of the lecture is 1.5 hours instead of the usual 50 minutes), etc.

Thus, the consistency, linearity, as well as the lack of excessive content variability in the credit module educational conditions solves the problem of developing individual educational courses, which allows you to monitor the results of each person's activity, minimize the situation of alienation.

According to the research task, we identified the following features of training specialists in the conditions of the credit module system of education in HEIs of Uzbekistan: changing the university teacher's activity style to its own characteristics; creating a special information and educational environment of the university aimed at providing; shift focus from knowledge-oriented to competence-based paradigm of education; focus on maximum individualization in the training of future specialists; participation of employers in the preparation and implementation of the educational program.



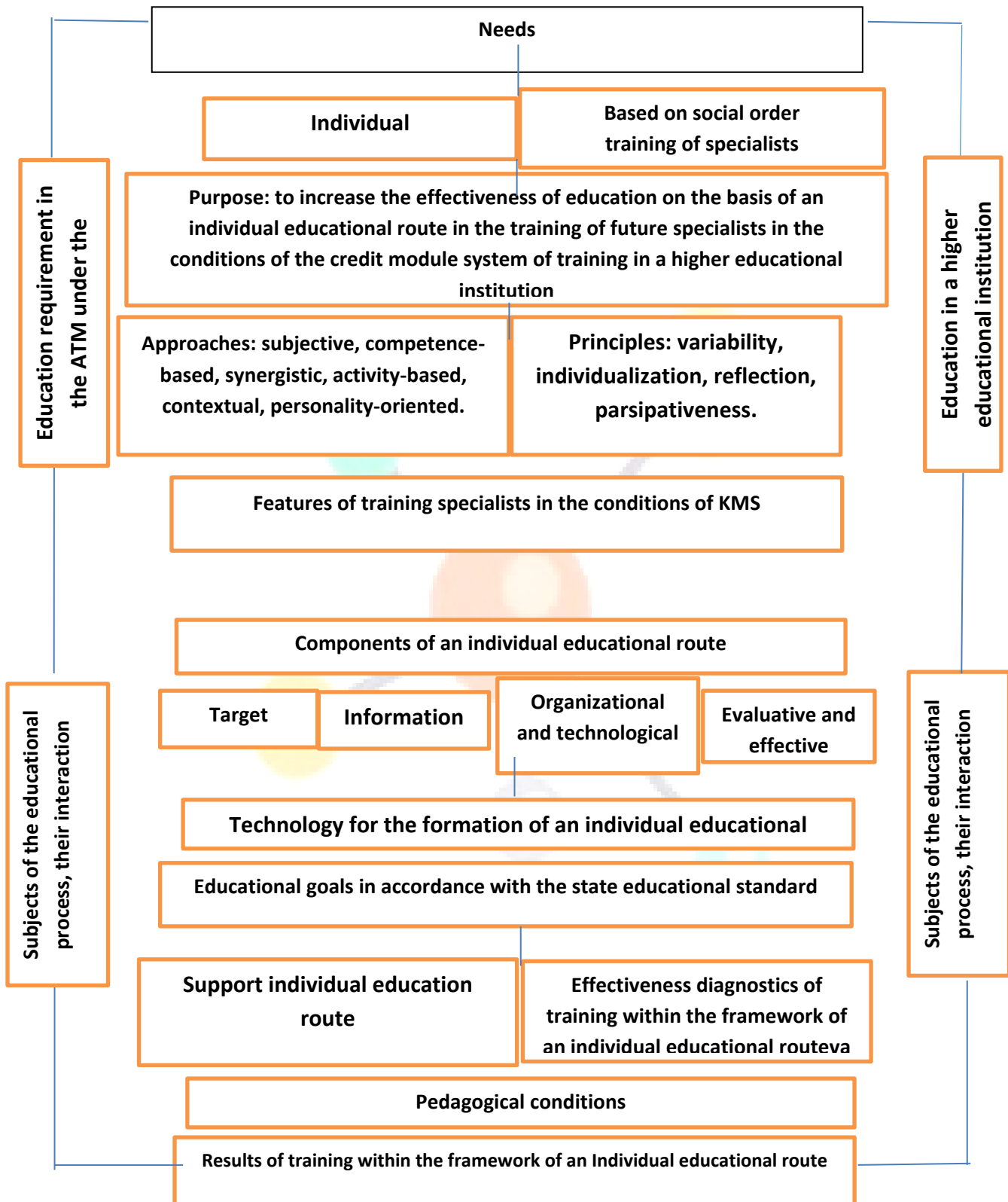
Based on the goals of our research, a model of the formation of an individual educational direction was developed (Fig. 1), the purpose of which is to increase the efficiency of the educational process at the university through the individual educational direction of the future specialist. The development of the model is based on the analysis of prerequisites that reflect the requirements of society, that is, the social order for the training of specialists and the individual needs of each student as a consumer of educational services.

The principle of variability describes the ability of the educational system to create and provide students with a variety of options for choosing educational programs or educational services (including the development of individual educational paths) in accordance with their changing educational needs and capabilities. The principle of individualization is to take into account the individual needs and characteristics of each student in the process of designing IET.

New education at the student age includes the development of reflection, the tools and foundations of thinking, the main mechanism of self-knowledge, including the design of an individual educational path, as a component of activity. Throughout the entire process of studying at the university, the elements of the route, which are of fundamental importance, are periodically brought back to a new level in terms of quality. Implementation of the principle of perspective

implies open interaction of the participants of the educational process, intensity and saturation of educational activities within the framework of the ITM movement.

Pedagogical conditions that contribute to the successful formation of the individual education direction of the future specialist, in our opinion, are the following: the readiness of the teacher to interact in the conditions of implementation of the individual education direction by the student, including purposeful, meaningful organizational and technological, evaluative and effective components. in the preparation process; diagnostic-questionnaire, reflexive activity of the participants of the educational process, which works as a tool for self-analysis of students, advisors, teachers; use of various interactive educational technologies that allow to form an integral structure of the professional activity of future specialists to create a real context of professional activity; training and retraining of consultants for the higher education system, including in the course program on the design of a special individual education; subjective position of all participants of the educational process; Providing psychological-pedagogical support and information to the process of formation of ITM; Active involvement of students in the process of formation of ITM.





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