



FUNDAMENTALS OF EXPANSION OF EDUCATIONAL SUBJECTS IN THE CREDIT-MODULE SYSTEM OF TEACHING

Onakhon Mannapovna Jabborova

Lecturer, Chirchik State Pedagogical Institute Of Tashkent Region, Uzbekistan

ABSTRACT

The article analyses the basics of teaching the expansion of subjects in the credit-modular system of education.

KEYWORDS: - Teaching, credit, module, system, science, extension, the basics, education, knowledge, skills.

INTRODUCTION

A new and innovative credit-module system of teaching is being introduced in higher education institutions of Uzbekistan [1]. As this system is new to our national higher education system, new developments, research and methodological recommendations on its foundations, methods and methodology are required. In this regard, one of the important issues is the study of the basics of expanding the scope of educational disciplines in this system.

It is known that in the credit-module system of education, academic subjects are divided into compulsory and elective subjects [2]. It is clear that in some departments of bachelor's and master's specialties the number of compulsory subjects does not exceed 2-3, and the number of elective subjects is up to 2. However, this system

provides ample opportunities to expand the scope of compulsory and elective subjects. Because the credit-module system of education is designed for an open learning process, the main focus is on the formation of professional knowledge, skills, abilities and competencies in students at the required level. This work requires an expansion of the scope of compulsory and elective subjects. Therefore, at this point we draw your attention to the solutions to this problem.

Improving professional disciplines. Certain departments have a small number of compulsory subjects and problems with the allocation of credits for elective subjects. Therefore, it is expedient to pay attention to the following in the improvement of professional disciplines:



- Development of specialty disciplines as separate disciplines on modules and topics;
- formation of the most necessary modules of professional disciplines as separate disciplines (for example, the theory, history and technology of teaching of professional disciplines can be formed as separate disciplines);
- implementation of a comprehensive approach to the allocation of credit for modules, based on the expansion of the necessary scope of topics;
- Teaching sections of professional disciplines as special disciplines, which are the basis for the formation of theoretical knowledge, practical skills and competencies (for example, extensive teaching of the theory of science gives the expected effect);
- Provision of theoretical and practical training in pedagogical practice and master classes in specialty subjects.

This approach allows to expand the teaching of professional specialties. For example, in the process of higher primary education, the subject "Pedagogy of primary education, innovation and integration" is taught as a compulsory subject. It should be noted that this subject can be taught in 3 subject-module forms on the basis of the structural structure. That is, the module "Pedagogy of Primary Education", the module "Innovation in Primary Education" and the module "Integration in Primary Education" will allow the formation of professional competence at the expected level. There are opportunities to teach this important subject for 3 semesters. The main goal is to prepare future primary school teachers in this specialty at a high level.

Improving elective subjects. In the credit-module system of education, elective subjects are the most important disciplines in the formation of professional skills and competencies [3]. To this end, in expanding the scope of elective sciences, focusing on and substantiating the following will

yield the expected effect:

- Formation and development of the most important modules of compulsory education as an elective subject;
- teaching special courses as elective subjects, which provide ample opportunities for the formation of professional skills and competencies;
- Introduction of teaching international educational programs as a separate elective subject;
- Teaching creative laboratories of advanced and experienced teachers as special courses;
- Establishment of regular seminars on the most pressing issues of education as elective subjects.

It should be noted that in the credit-module system of education there are many opportunities to expand the scope of elective subjects. For example, each professor may study his or her research topic as an elective subject as a special course. This is divided into opportunities for students to develop their professional skills and competencies in a deeper way.

The credit-module system of teaching requires the improvement of compulsory and elective subjects at the beginning of each academic year, expanding their scope on the basis of accumulated experience and the active work of professors and teachers in this area. For example, the expected effect of teaching compulsory or elective subjects in a school year may not be achieved. In the next academic year, it is necessary to reconsider the basics of teaching this subject, re-prepare teaching materials and change the teaching methods of professors and teachers. In this way, an ineffective subject is not taken out of practice, on the contrary, new bases of its teaching are developed and put into practice. As a result, compulsory or elective subjects are not excluded



from the practice of one academic year, their improved versions are introduced into the educational practice. This approach allows expanding the scope of professional and elective subjects.

In expanding the scope of compulsory and elective subjects in the credit-module system of education, it is important to take into account the characteristics of the profession or specialty. It is this factor that will be the basis for expanding or reducing the scope of academic disciplines, improving them.

The credit-module system of education is based on such principles in expanding the scope of academic subjects in higher education institutions in European countries and the United States. As a result, each country has formed its own compulsory and elective disciplines.

The problems of expanding the scope of educational disciplines in the credit-modular system of education introduced in higher education institutions of Uzbekistan, its basis and methodology require extensive research. It would be expedient to involve a wide range of talented teachers and students in the problem-solving work.

REFERENCES

1. Ўзбекистон Республикаси Вазирлар Маъкамасининг 2020 йил 31 декабрдаги Қарори. // www.Ziyonet.uz
2. Ўринов В. Ўзбекистон Республикаси олий таълим муассасаларида ECTS кредит-модул тизими: асосий тушунчалар ва қоидалар. – Тошкент, 2020
3. Жабборова О.М. Ўқитишнинг кредит-модуль тизимида ўқув фанларини танлаш тамойиллари. Academic research in educational sciences, 2(6),2021. Б. 1095-1099.
4. Mamadaliyev K.R., Jabborova O.M., Umarova Z.A., Abdullaeva B.P. Creation of a New Generation of Teaching Literature -A Requirement of Modernity // SCOPUS International Journal of Psychosocial Rehabilitation, Vol. 24, Special Issue 1, 2020.
5. Жабборова Онахон Маннаповна, Ташпулатова Дилором Муқимовна, Бошланғичсинф ўқитувчиларига қўйила диган талаблар. Academic research in educational sciences, Issue 3, 2021, pp 575-5827.
6. Жабборова О.М., Умарова З.А. Тарбия фанини кластер усулида ўқитишда педагогик конфликтларни бартараф этиш. Academic research in educational sciences, Issue 1, 2021, pp 582-587.
7. Наримбетова З.А. УЧИТЕЛЬ-ПРАВСТВЕННЫЙ ПРИМЕР ДЛЯ УЧЕНИКА. ACADEMIC RESEARCH IN EDUCATIONAL SCIENCES VOLUME 2
8. | Кузманова Г.Б., Н.А. Бекетов Use Of Historical Materials In Teaching Mathematics In Continuous Education. The american journal of social science and education innovations, Volume 2 Issue 9, 2020, ISSN 2689-100X, 2(09), 531-537.12.14.
9. Кузманова Г.Б. UMUMIY O'RTA TA'LIM MAKTABLARIDA MATNLI MASALALARNING TA'LIMIY ANAMIYATI. ACADEMIC RESEARCH IN EDUCATIONAL SCIENCES, 2(3), 1154-1159
10. Abdullaeva B.P. Corruption in the field of education: assessments and ways to address. "Тенденции и перспективы



развития науки и образования в условиях

глобализации”.Международной научно-практической интернет-конференции. г.Переяслав, Украина.2020 год 30

11. Abdullaeva B.P. Babaraximova B.P. Pardaev B.P.Using information and communication technologies in teaching process of various primary European Journal of Research and Reflection in Educational Sciences, 8 (10), 67-70. Progressive Academic Publishing, UKwww.idpublications.org 14.10.2020.