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Principles of Educational Technologies and Modular Education in the Introduction of A Dynamic Model of the System of Training Primary Education Masters

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ABSTRACT

The article analyzes the experience of educational technologies and modular teaching principles, which are part of the structural components of the dynamic model of the system for preparing masters of primary education.

Keywords:

Implicit, component, education, master, profession, personality, research, dynamics, model.

This article explains theoretical information on educational technologies and principles of modular education, which are part of the structural components of the dynamic model of the system of training Masters in primary education. In the organization of active educational and research activities of graduate students, it is advisable to use problematic, contextual, project, active, modular and other innovative educational technologies. The listed innovative technologies provide an opportunity for students to show themselves as subjects of educational processes, fully demonstrating their abilities and capabilities. Before we choose one or another educational technology, it will be necessary to proceed from the purpose and content of certain stages of educational science or practice.

In order to carry out the training of Master's students in high quality, it is advisable to use methods of active education in pedagogical processes. One of the most effective among these methods is the method of projects. The method of projects was founded and developed by the famous American pedagogue

and psychologist J.Dyui in the late XIX –early XX centuries.

The feature of the project method is that the achievement of a pedagogical goal in it is carried out through the development and analysis of a scientific or practical problem in the form of individual details. As a result of the solution, the method of projects is developed in the form of individual details, a clear and “perceptible” is achieved. In the implementation of the project method, the master's degree expands the opportunities for students to acquire independent knowledge to solve a practical problem or issue that requires a generalization of knowledge in various fields of science.

The implementation of the project gives the graduate student motivation for self-development and independent acquisition of knowledge. This is one side of the advantages of the method of projects. The theoretical and practical implementation of the project ensures the integrity, integrity of the pedagogical process, and also provides an opportunity to organize the processes of Teaching, Development and education of students in a

harmonious form, and facilitates the achievement of differentiation of education, ensuring the integration of socio-humanitarian and Natural Sciences.

Working on a creative project, a graduate student asked: "What am I capable of?", "Where Will I be able to apply my knowledge?", "What do I still have time to do and what else do I need to learn?" puzzled over such questions. In the distribution of the project topic, special characteristics, educational needs and scientific inclinations of students are taken into account, that is, students with a high level of mastery are given more complex tasks. This is a different approach, that is, the fact that each student is taken into account individually, requires the teacher to study each student in depth in all respects (personal, family, professional and the like). That is, when introducing the project method, the teacher should have well studied the nature, level of knowledge, abilities, inclinations, emotional responsiveness and range of interests of all students. One of the distinctive features of the project method in the framework of personality-oriented education also finds its expression in this requirement.

The method of projects provides a differentiation of the volume and pace of students' work, which is considered very important in the work of training Masters. Also, this method forms such educational and personal qualities as individualization of the direction of study of each student, the development of communicative characteristics in each student, the cultivation of speech and thinking, the decisive protection of one's point of view and respect for the opinion of others.

In order for the goal set by the teacher to become a common goal for students, this goal must have personal characteristics. The presence of a specific goal envisaged in the project is a powerful means of strengthening motivation in the student: in undergraduates, the passion for mastering new knowledge increases, a personal interest in acquiring knowledge appears, a conscious sense of the areas of application of theoretical knowledge in practice, the ability to spend the skills generated when conducting independent work on the acquisition

When carrying out creative projects, the master's student goes to study the basics, communications and technologies of design, increases his reflexive abilities, tries to master new knowledge and experiences and systematically summarize them. As the most effective results of projects carried out by graduate students, the following can be noted:

- targeted introduction of a silenced object into practice;
- comprehensive statement of project components and elements;
- knowledge acquired during the implementation of the project, acquired experience and acquired skills;
- development of personal qualities and educational abilities.

The project should include the following main stages of the student's activity:

- 1) determination of the actual issue that requires a solution: at this stage, the magistrate will have to find an issue that must be resolved independently or in cooperation with the head of science. The positive result that will be achieved at the end of this stage is that the future specialist should establish professional cooperation with the employer and learn to solve specific problems related to the industry;
- 2) description of the research apparatus: at this stage, the object, subject, purpose, task of the creative project and the hypotheses to be put forward are determined;
- 3) study of the theoretical and methodological foundations of the problem under study: at this stage, the master studies the conditions for solving the problem he is studying in theory, taking into account the existing experiences;
- 4) development of preliminary ideas: at this stage, the student puts forward his assumptions and hypotheses on the problem intended to be solved, creates sketches, schemes, builds models, and also develops several options for the solution of the problem, while the master's student works independently on the project and refers them to group discussion;
- 5) selection and development of the best idea: during this stage, the student, in cooperation with his scientific leader and other

undergraduates, chooses the most optimal option for solving the problem under study and independently processes this idea, developing its individual details;

6) statement of the results of the study: the master will present the results of the study carried out in written form and, if necessary, will be able to attach schemes, tables, pictures;

7) checking and making adjustments to the final project: at this stage, a test experiment is carried out and the presented project is evaluated on the basis of the relevant criteria, the noted shortcomings are corrected and, if necessary, amendments are made;

8) project presentation and defense: at this final stage, the magistrate will present his project in a public way. Protects the idea presented in it using opinions, scientific evidence, participates in the discussion of the results obtained. Scientists consider it expedient that the protection of the project is carried out using visual materials.

This method can be introduced both in individual and group forms of education, only in this case factors such as the type of educational science, the degree of complexity of the problem envisaged to be solved and the ability of undergraduates should be taken into account.

The use of problem-learning technologies in teaching educational disciplines that are part of the professional complex forms and develops such abilities as a creative approach to the solution of the issue envisaged in problem situations in undergraduates, an assessment of the problem from the point of view of logical thinking.

As the main methods of problem learning technologies, the following techniques can be cited:

- problematic statement method;
- the method of conversation with the purpose of research;
- research method.

All of the listed methods can be used for education at the master's level, but the method of conversation and research with the aim of the study has proven itself in pedagogical practice that it gives more effect. The development of the scientific intelligence of undergraduates occurs in exchange for increasing their independence

in solving problematic issues. Therefore, it is possible to achieve the independent search for solutions to urgent professional problems of undergraduates by successfully applying the method of conversation with the goal of research in training sessions.

Each educational technology that we have reviewed above can be part of a modular educational technology. Also, modular educational technology can be considered as a technological component of the structural-functional dynamic model of the system of training masters of primary education, due to which the principles of individualization of the educational process lie on its basis.

Modular education appeared in the USA in the 60s of the last century and became widespread in Western Europe and English-speaking countries. The main structural component of modular educational technology is a module. The module, in its essence, is the part of the educational material that has a didactic purpose and content. The assessment of the activities of students is carried out through a rating system, and this takes into account all the achievements of the master's student during the mastering of this educational discipline.

Modular learning theory is organized based on the following specific procedures and principles:

- the principle of modularity: the essence of this principle is manifested in the construction of individual parts of education, that is, from modules. With the help of modules, the basis is created for the accounting of the basic knowledge of the student and the individualization of Education based on his personal characteristics;

- the principle of structuring educational content: in accordance with this principle, within the framework of one module, its separation into structural (smaller) elements is envisaged, in which each individual element pursues a clear and specific didactic goal. Individual elements of the module are ensured in terms of volume in accordance with the capabilities of the student to master, as well as maintaining clear consistency and logical continuity in the sequence of individual elements;

* flexibility principle

- this principle provides for the adaptation of educational content to constantly changing scientific innovations;

- principle of speed: according to him, in the pedagogical process, if necessary, changes and adjustments to the training module and timely assessment of the master's degree should be provided for quick return communication;

- principle of equality: in accordance with this principle, it happens that an educational person becomes an independent connoisseur from the level of a passive listener, and a teacher becomes a guide-consultant from an information supplier [96].

In conclusion, it can be said that the listed principles of modular education are in harmony and mutual harmony with the principles of introducing a dynamic model of the system of training primary education masters. Through this technology, the process of forming the research competence in Masters as a system-forming factor of the model is carried out in a somewhat effective way. At the same time, undergraduates draw up their own individual programs for mastering a particular educational discipline, as a result of which it is easy for them to determine the individual educational direction regarding the conduct of research work planned for the future. It should be noted separately that the individual educational direction of the master is the apical component of the basic component of the master's training system and is one of the most important zvenos in this process. In addition, the transformation of the student from the level of a passive listener into an independent teacher and the teacher from an information supplier to a guide-consultant of the educational process occurs spontaneously in the second and third stages of Higher Education.

By implementing the educational technologies considered above into a justified, consistent and logical sequence, ensuring their mutual harmony, we will be able to achieve the effectiveness of the process of training primary education masters and the level of demand of future specialists.

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