



Theoretical Foundations of the Professional Training of the Future Teacher in the Credit-Module Training System

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Abstract: this article provides information on the theoretical and methodological foundations of the professional and methodological training of the future teacher in the credit-modular education system of pedagogical higher education, about the concept of the module, about the educational results of the module based on the structure of the module.

Keywords: module, competence, pedagogue, block, course, workshop, laboratory, lector, tyutor.

At the "concept of development of the higher education system of the Republic of Uzbekistan until 2030", specific tasks were set to introduce digital technologies and modern teaching methods into higher education processes, broad involvement of young people in scientific activities, fight against corruption, increase the share of students studying engineering and technical education, introduce a credit-module system, increase the share of practical The Republic of Uzbekistan according to the "concept of development of the higher education system of the Republic of Uzbekistan until 2030" approved by the Presidential Decree of October 8, 2019, 85% of higher education institutions in the country are planned to gradually switch to the credit-module system by 2030. This suggests that over the coming years, almost all higher education institutions in the country will begin to operate in the credit and modular system. First of all about the concept of a module. The module is a separate individual educational science. It covers the ownership and professional aspects of knowledge and implies the completion of the educational program of the students with the appropriate type of control over the knowledge, skills and competencies formed as a result of their assimilation. The credit-module training system, on the other hand, is a system for organizing the process of mastering a training program, which systematically evaluates the knowledge, skills and competencies of students by monitoring the learning results and final control of the module, which is based on the structure of each training module. This suggests that over the coming years, almost all higher education institutions in the country will begin to operate in the credit and modular system.

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The credit-module training system, on the other hand, is a system for organizing the process of mastering a training program, which systematically evaluates the knowledge, skills and competencies of students by monitoring the learning results and final control of the module, which is based on the structure of each training module. This teaching system reflects the criteria for evaluating the weekly clock load and the activities of educators on lectures, theoretical, practical, seminars, laboratory classes, educational practices, clinical educational practices, course project (work), as well as independent training of educators. It is possible to collect loans after the fulfillment of all mandatory types of activities by the educators and their assessment.

Referring to the system of credit units, this is a systematic way of describing educational programs by attaching credit programs to its components, that is, modules, blocks of modules, courses, etc.

In the new conditions for the introduction of the credit education system, the role of professors will also change significantly. In the new conditions for the introduction of the credit education system, the role of professors will also change significantly. In the credit education system, the future teacher (pedagogue), according to his task, can act as the following subjects of the educational process: * lektar; * tyutar; * edweiser; • special commission member As a lecturer, qualified teachers from the ranks of highly academic professors or associate professors are appointed. They conduct lecture classes at a high scientific and methodological level. Lectures are read to academic potoks, that is, to several groups whose specialty is close. The number of students in the audience is determined based on the qualifications of the lecturer and the technical capabilities of the audience. In the new conditions for the introduction of the credit education system, the role of professors will also change significantly.

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According to the decision of the Scientific Council of a higher educational institution, the right to lecture is given without a degree, but also to the most experienced and highly qualified teachers.

It is advisable for the lector to allocate time in each of his lecture sessions at intervals of 0.5-1 hours per TMI, which is carried out without the guidance of a teacher.

As a teacher of science, Tyutor conducts practical and laboratory classes, gives advice, organizes and implements the medium, directs course work, organizes practices. Tyutor monitors each student's study of science, evaluates the performance of personal assignments and activities in practical classes, and provides assistance if necessary. Also, tyutor can conduct a general analysis of the student's activities in the study of a specific subject.

Future tyutors must have the following qualities:

- teaching: conducting practical classes at the required level, helping students in professional self-realization, ensuring the correct and effective use of educational and methodological materials of the discipline;
- counseling: coordinating students ' cognitive processes, conducting group counseling and communication classes, providing students with individual advice on various subject issues; * management: collection and formation of student groups, management of group activities, control of students ' mastery of science.

Tyutor's duties include:

- ✓ helping the student's learning to be maximally effective;
- ✓ regular control of student learning;

- ✓ provide feedback on completed assignments;
- ✓ provide group and individual tips;

ensure interest in reading throughout the entire study period. Studying and mastering educational programs with a credit system provided students with the opportunity to independently plan the educational process, control its quality, improve educational technologies. In addition to giving the student great freedom, the introduction of the Credit Collection measure also provided the possibility of independent planning of the academic process so that in the future he could become a competitive professional in his chosen field. At the same time, it also led to the improvement of the assessment system and educational technologies. We represent the development cycle of the credit module system in the following form: Harvard University in 1872, the US credit system (USCS), in 1989 the European credit system develops the new credit module system rules and calls it the European Credit Transfer System (ECTS). The exchange of students between universities of the countries of the European Union begins to develop. By 1999, the international forum for the development of cooperation between the ministries of higher education of European countries, which was called Bologna Process, will begin to work in Europe. As envisaged in the Bologna declaration, the credit-module system mainly serves to fulfill two functions, with an emphasis on Independent Education:

- the first ensures the mobility of students and teachers, that is, the free passage (transfer of studies or work) from one higher educational institution to another university without obstacles;
- the second, academic download - credit for all educational and scientific activities in the chosen educational direction or specialty of the student is accurately calculated. The loan sum shows how much the student has mastered under the chosen program. In conclusion, since the transition to this system is considered as a priority direction for the development of education, the demand for the period is, of course, all of US, based on international experience, should make the most of their achievements, not repeat their shortcomings.

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