

Review Article

COMPREHENSIVE APPROACH TO THE DEVELOPMENT OF A CURRICULUM FOR BACHELOR'S IN THE DIRECTION "INTRODUCTION TO EDUCATION" IN CREDIT SYSTEM

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Abstract

The educational system should be in harmony with the modern education. In order to develop professional knowledge, skills and skills of students of the direction "vocational education in the field of information and communication technologies" studying in the credit education system is included in the curriculum of the subject "Introduction to education". In this article, on the basis of the integration of ICT and pedagogy, the syllabus of science aimed at the formation of pedagogical skills of future teachers is improved.

Keywords: credit system, higher education, curriculum, future informatics teacher, assessment, independent work.

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INTRODUCTION

According to the Ministry for the development of information technologies and communications of Uzbekistan, the transition to the new education system is taking place in accordance with the decree of the Cabinet of Ministers of Uzbekistan "on measures to radically improve and improve the efficiency of the training system at the Tashkent University of information technology named after Muhammad al-Khorazmi" dated July 24, 2018. At the same time, you should not confuse the transition to the credit system of education with the provision of educational loans for training on a paid-contract basis at a University.

For the first time, the credit-hour system, or, as it is sometimes called, the system of "credit hours", was born and received the greatest development in the United States. In 1869, the President of Harvard University, a well-known figure of American education, Charles Eliot introduced the concept of "credit hour", and in the 1870s and 1880s, a system was introduced that allowed the amount of discipline to be measured in credit hours. Under the new system, obtaining a bachelor's degree required four years of study. During this time, the student had to master about 40 disciplines, with an average of three credits each.

At the same time, to get a degree, you need to dial a specified number of "credit hours", so-called credit units. In the USCS (US Credit System) system adopted in the United States, the credit hour is a measure based on training time. A bachelor's degree requires a minimum of 120 credit hours in 4 years, a master's degree requires 30-60 credit hours in 1-2 years, and a doctor's degree requires 60-90 credit hours in 3-4 years.

In the higher education system, the credit hour serves as the basis for scheduling, calculating the average GPA, determining the load of departments, teachers and students, paying for training and teaching, thus regulating the multilateral activities of universities.

The credit system of education increases the mobility of students, since loans received at one University are counted in another, and students can move from one University to another without losing credit units; this practice also makes it possible to link interrupted and restored learning. Academic mobility, which will allow Uzbek students to continue their studies at leading foreign universities without going through complex bureaucratic procedures, has become one of the main catalysts for the transition of the Tashkent University of information technology named after Muhammad al-Khorazmi to the credit system of education.

Meanwhile, in different countries where the credit system of education is used, it has undergone changes and has its own unique features. In particular, its distinctive feature in Spain is the very definition of "credit". So each credit corresponds to ten hours of classroom lessons, and the amount of credits collected is usually judged on the success achieved by students. Credits are earned by students separately for theoretical and practical courses, they can also be earned by performing, in addition to classroom classes, and other types of academic work.

In the UK, the training system is based on the CATS credit system (Credit Accumulation and Transfer Scheme/System), which aims to streamline and unify the system of multiple qualification certificates by setting a certain number of credits for each of the varieties. The credit accumulation and transfer system is common in the United Kingdom, South Africa, and New Zealand.

Despite the obvious differences, the credit systems of education in different countries are easily combined, and the documents received after training are recognized in all Universities that apply such educational programs.

The introduction of a credit system of education at the Tashkent University of information technology named after Muhammad al-Khorazmi will significantly improve the quality of training of local IT specialists, as well as attract leading industry experts

from foreign educational institutions and enterprises to conduct lectures and seminars. Students of the capital's University will be able to choose their own subjects of interest, which will be another step in the development of an individual approach to education. In addition, in order to ensure the intensification of the training process based on the experience of the best foreign educational institutions, completely new training programs will be developed that take into account the needs of both the local and international labor market.

METHODOLOGY

Pedagogical activity is one of the most important types of human activity. Thanks to the existence of this activity, humanity has been able to develop steadily for many centuries. Great researchers of different periods: educators have great power in the hands, they are able to influence the consciousness of the younger generation, the activities of pedagogues have surpassed the activities of the first rulers of the state. Pedagogical activity is an activity that provides for the relations that arise between people in the transmission of spiritual and practical experience from generation to generation. The generation of adult citizens always seeks to transfer to the younger generation the accumulated spiritual and practical experience of mankind - for the preservation and development of culture. Therefore, the existence of cultured people is one of the main goals of society. In order to achieve this goal, special activities-pedagogical activities are carried out in the society.

Currently, in the global environment, efforts are underway to introduce a new educational system aimed at entering the world educational space in Uzbekistan. At the moment, society is making serious demands on the quality of education of the younger generation: knowledge of various methods of activity (cognitive, creative), the ability to find the right way in a huge flow of information, the ability to independently formulate one's own knowledge, the ability to think critically, the skills to work in a team, etc. It is difficult to develop all these abilities only if you use the usual frontal form of training. The main task of the XXI century is to improve the quality of life, including the quality of Education, which determines the conditions for the development of the individual.

It has served as the basis for the development of innovative processes, which include ways to improve the quality of training specialists, introduction of new teaching methods and methods, creation of new forms of organization of the educational process, use of new educational tools, the richest opportunities that are being opened due to scientific and technical progress. It has the opportunity to build a team of teachers because of a model that they consider the pedagogical process comfortable. The technology of teaching in a particular subject can be selected by the teacher on the basis of his personal experience and experience, and this is considered his individual pedagogical methodology.

The use of a certain technology of teacher activity is a creative process that ensures the achievement of educational goals, this is the analysis of the capabilities of students and the achievement of goals and opportunities. This is the choice of personal preferences of the teacher.

The introduction of the credit system gives higher education institutions the opportunity to expand exchange programs with foreign universities for students, professors and academic staff. The credit system creates a competitive environment that allows the teacher to raise the academic and pedagogical level by mastering new educational technologies and rational forms of organization of the educational process.

The basic system gives the student the opportunity to independently formulate their curriculum and ensure the transparency of the assessment of knowledge. The adoption of the credit system is also an important component of the development of European-Uzbek relations in the field of higher education within the framework of the Bologna Process.

The Bologna process becomes a generalized basis of the credit system in higher education, has extensive experience in supporting the mobility of students and the international

development of educational programs, has been developing in the system of collection and transfer of credits.

The introduction of credit education system is explained by global trends in the reform of national education system. The study and analysis of its implementation shows that in different countries it has its own characteristics.

Nevertheless, the effectiveness and expediency of the education credit system is confirmed by its increasingly widespread use in the education system in many countries of the world. The credit system of Education encourages the active independent work of students, ensures the direction of individual education, mobility, great scientific freedom of bachelors, masters, doctoral students and helps to recognize educational documents as a global educational institution. This system is a tool for improving the quality of training of specialists, which is directly related to the changing roles and functions of university professors.

With the system of credit education, depending on the functional purpose, the teacher (teacher) can participate in the educational process as one or another subject: a speaker, a tutor, a member of special units (services).

Lecturers are appointed from highly qualified teachers, usually academics or associate professors, who are ready to conduct lectures at a high academic and methodological level. At the same time, according to the decision of the Academic Council of the university (faculty), every year the right to lecture is given among the most experienced teachers who do not have a scientific degree, which helps professors.

Lectures are given to academic streams, that is, students with multiple profiles, the number of which depends on the skills of the teacher and the technical capabilities of the audience.

It should be noted that a distinctive feature of the credit training system is that in addition to seminars, lectures should also be active. A common characteristic feature of active education is that the educational objectives are achieved in the joint activities of the participants in the educational process organized by the teacher as a dialogue communication.

This creates conditions for the exchange of views, questions, coordination of positions, coordination of movements, monitoring and correction of joint movements, collective analysis of results and the process of joint movements.

The following are the active types of lectures: problematic, lecture-visualization, joint lecture, lecture with pre-planned errors, lecture-press conference.

With the extensive use of active forms of education in the conditions of the credit system, students' ability and the need for independent complex work develop, encourage the work of the teacher, allow him to demonstrate himself and his science. The activities of the teacher are aimed not only at students, but also at himself. This, in turn, should lead to the constant self-education and self-improvement of the teacher, because, as we know, in order to teach others, everyone should learn for himself.

A distinctive feature of the credit education system is that it is aimed at deep mastering the knowledge gained in the activities of students and developing elements of creativity. The credit system of Education provides the independence of higher education institutions, professors and especially students, the approach to the teaching of subjects, the effectiveness of the acquisition of theoretical and practical knowledge by the development of students' independent performance skills increases. This will allow students to focus on the study of the most necessary and important subjects from the point of view of future specialties.

Learning is both a natural and artificial experience. This is a natural phenomenon, because a person expresses his ability to assimilate information and adapt his behavior based on assimilated objects, which are artificially created as authorized

by the state and managed in official structures regulated by law. It is expedient for us to apply the following criteria to the subjects in the credit system for students' direction of the ICT in professional education.

Students will identify the main bias in modern education, tell about their sources, identify the stakeholders and their interests, and give comments on the importance of the issues raised.

Students demonstrate their ability to conduct research, critical thinking and express their conclusions in formal compositions

Students determine the basic laws and court decisions that determine the practice in force.

Students evaluate the quality of their learning experiences and demonstrate their ability to become an object in their analysis.

Students demonstrate the ability to use concretization in exercises related to articulation, learning and evaluation of concepts and structures such as critical thinking and perception.

Students compare the traditional and non-traditional methods of teaching and evaluate the advantages and disadvantages of each of them.

Students must meet the highest standards of the composition, which will be demonstrated through using of grammatics, the correct formatting of style and spelling.

It is given criteria, which we can use for assess students' presentations. (Table 1.)

Table 1. Criteria for evaluating a presentation on controversial issues

| Criteria | Exemplary- very good | Good- adequate | Wrong - not completed |
|--|--|--|---|
| Determines the dependence and its origin and basic concepts | Very clear; unlimited information; well discussed context | Enough accurate and sufficient information for discussion | Concepts and dependencies remain unclear; the context for the discussion is not clear |
| Understand the importance of the dependence-resistance | Perfectly understands the deep essence and consequences of the problem | Recognizes the consequences that are obvious and the general significance. | The concept of "quot; developing importance; determines several effects |
| Identifies the stakeholders in the dispute and their interests | Broad interests indicate fair and clear | A sufficient range of interests provided; it basically provides a fair assessment of the interests | A narrow circle of interests is manifested by little understanding and borderline Justice |
| Explores alternative solutions and possible advantages and disadvantages | Recognizes a wide range of options, showing both positive and negative sides truthfully and accurately | Discusses decisions based on fair and accurate reviews based on both positive and negative | Low-number solutions are identified, Little is known about their pros and cons |
| Reports objectively | The choice of tone and word denotes objectivity | The choice of tone and word is mostly objective | Tone and word selection indicate bias |

Each educator can develop his own criteria, which are laid down on the subject of his specialty, as well as to add his or her contributions in the formation of innovative-pedagogical, innovative-technological and innovation-professional competences in students.

Tashkent University of Information Technologies named after Muhammad al-Khwarizmi in the curriculum of the 1st year students of the direction of professional education in the field of ICT, the subject "introduction to the specialty" is conducted, this science consists of lectures (60 hours), practical (30 hours) and independent work (90 hours), total 180 hours.

We describe the strategy of teaching science as follows:

This course includes lectures from presentations, discussions (with active participation of students), practical classes, advanced enterprises in the field of vocational education and the organization of open lectures of invited speakers. At the end of the course, students write an essay.

Evaluation:

- ✓ Intermediate control: 10%
 - ✓ Independent work: 10% (5 for each%)
 - ✓ Practical tasks: 30% (10 for each%)
 - ✓ Final control: 50%
- Basic evaluation criteria: plagiarism level, quality of work, relevance and creativity. The evaluation is based on the following criteria:
One of them. Intermediate control tasks consisting of two theoretical questions are evaluated as follows:
- ✓ Task 1 (theoretical question). For the correct execution of the task will be given 5%.
 - ✓ Task 2 (theoretical question). For the correct execution of the task will be given 5%.
- Total for interim control: 10%.

Independent work:

Independent work is performed individually, with an individual creative and creative approach. Papers are presented in the form of a report, a synopsis, An Essay or a presentation. Works are evaluated as follows:

1. Level of educational material development, use of theoretical knowledge in the performance of practical tasks - 1%
2. Active use of e-learning resources, finding the necessary information, studying it and applying it in practice level - 1%
3. The authenticity and clarity of the material presentation, design of the material according to the requirements of 1 - 1%
4. To move the flow of information, highlight the main thing, clearly formulate the problem, propose its solution, and critically evaluate the solution and its consequences - 1%
5. Level of ability to formulate your position, Price and bet - 1%

Total for independent work: 5%.

- Fit for the required size of the case - 5%;
- The presence of grammatical and stylistic errors in the text - 5%;
 - Suitable real examples cited -5%;
 - The composition of the work is fully consistent with the theme - 5%;
 - Justification, proof and originality of the laying and solution of the problem - 5%;
 - Accurate and concise submission of personal opinions - 10%;
 - The application of literature and their competently presented - 5%;
 - Compliance with the requirements for the provision of work - 5%.

The three. Practical assignment.

The practical task includes the description of creative and creative performance yega works. The tasks are evaluated as follows:

1. Correctness of implementation - 2%
2. Level plagiarism -2%
3. Appropriate pedagogical description -2%
4. Relevant creative description (theoretical part) - 2%
5. Creativity (non - standard, original solution) - 2%

Total for the practical task: 10%.

Evaluation period:

Specifies a specific deadline (deadline) for each task. In case of late delivery of the assignment, the score is reduced.

CONCLUSION

The course "Introduction to Specialization" focuses on studying the best strategic practices of teaching and analyzing reforms implemented in the education system in the world and in the Republic of Uzbekistan.

At the end of the course, students will gain the following skills:

1. Students will have an idea about the philosophical views of the system of education of the great thinkers, the history of development in ancient Greece and the Antique period.
2. Have an idea about the history, scientific and methodological basis of the education system of the Republic.
3. The Republic of Uzbekistan knows about the concepts of development of the system of continuous education and compares it with the law on education.
4. Republic of Uzbekistan and foreign countries can compare education system.
5. Have an understanding of innovative activities, innovative activity of the teacher and understand about innovation activity, innovation process and its stages.
6. Understands and analyzes the constituent, legal and financial issues of education (CIS, Europe, Asia, USA)
7. Students learn the basic laws and regulations used in the education system.
8. Students evaluate the quality of innovative activities of teachers and schools based on their learning experiences and demonstrate the ability to be objective in their analysis.
9. Students compare both traditional and non-traditional teaching methods and assess the pros and cons of each.
10. Students give their opinions and make small recommendations based on the analysis.

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