CREDIT-MODULAR TRAINING AND POSSIBILITIES FOR ITS IMPLEMENTATION IN FOREIGN LANGUAGE PROFESSIONALLY ORIENTED TRAINING OF FUTURE COMPUTER SCIENTISTS

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Abstract: In this article, the author considers the issue of credit-modular organization of foreign language professionally oriented training of future computer scientists based on the material of the Turtkul Faculty Of Tashkent State University of Economics. The credit-modular system allows you to fulfill the goals and objectives of the Bologna Declaration. By “module” the author understands an independent, independent and complete unit of the educational process aimed at mastering certain competencies (knowledge, skills, techniques, way of working). A credit (credit unit) is considered as a unit of assessment of labor costs for each module within the framework of modular technology.

Keywords: Module, credit, modular system, method, credit-module training.

INTRODUCTION

Today, the goal of teaching a foreign language at a non-linguistic university is to “grow” a person’s personal potential, to cultivate his ability for self-determination and self-realization, for successful activity in upcoming subject, professional and social situations, for the ability to be autonomous, independently design their educational trajectory and bear personal responsibility for the results and quality of their education.

The experience of our work shows that the credit-modular approach, together with the “conscious-communicative approach, which combines the systematic development of material in isolation from the natural language environment and the use of different types of conditional situations that imitate communication or communication in different areas - household, business, professional" helps solve many problems.

MATERIALS AND METHODS

The modularity principle or modular approach contributes to more efficient management of all educational processes. If we talk about the organization of management of the educational process, from the position of a teacher-methodologist, then the following processes can be identified as priority: planning, methodological support, implementation, assessment and control, reporting. We consider the modular organization of the educational process as a factor that increases educational autonomy - the student’s ability to independently make decisions “Where?” Why? How?" to study, to design one’s educational trajectory, and also as a factor that fosters high performance discipline.

RESULTS AND DISCUSSION

The introduction of a modular system in universities in Uzbekistan is happening too slowly and with great difficulty. Each university forms its own concept of the term “module”, based on the goals and objectives of its educational programs, and its name: modular technology, credit-modular technology, block-modular technology, modular-rating technology etc. It should be noted that when creating their own modules and credit-module educational systems, organizers and developers, in order to ensure transparency of the educational program and create academic mobility of university students, are most engaged in developing the content of the programs, and not the form their organizations.

In this article the author will present the structure of the course “English language”, designed and implemented taking into account the principle of credit-modular organization. It is important to highlight several features of teaching English at a university [3].

1) Students study English for three years, i.e. for 9 trimesters.

2) We designate this entire period as a large, general – mandatory for everyone – module "English Language", the essence of which is preparation for intercultural and interprofessional communication in English. This is training to develop the ability and willingness to discuss problems and communicate in an intercultural, interprofessional environment in English. The module has an established, worked out and standardized structure. There is a connection with other modules: "Practical training", "Management", where the ability to organize a team, the ability to analyze methods, tools and means of work are formed, and convey them to others in the form of oral and written texts in English. Fundamentally, the module consists of three stages:

Stage 1 "Propaedeutics" is pre-university preparation, consisting of three filters - entrance testing, interview and "placement" test.

Stage 2 –"General training" lasts 8 trimesters and is divided into three periods. The stage represents a system of actions – educational trainings, the implementation of which purposefully forms the required readiness, ability, and competence. Three periods of stage 2: general and business training – 1 course, 3 terms; general professionally oriented training – second year, 3 terms; general training for special purposes 3rd year, 2 terms; where autonomous mastery of material and testing of mastered tools dominates [2].

Stage 3 – "Preparation for testing" lasts one trimester and consists of test training in General English FCE, StrAE; business English BEC p, BEC v, BEC h; English for interprofessional communication TOEIC (Test of English for International Communication), TOEFL. These are trainings and practical testing of mastered techniques, tools and strategies of various types of speech activities: reading, listening, speaking, writing.

The third feature that needs to be identified is that usually the English language course in non-linguistic universities is divided into areas: general English; general business English; business English; English for professional development; English for Specific Purposes; English for general scientific purposes. These are well-known and now widely used directions in the methodology of teaching English. In our practice, we interpret them as content blocks. In principle, these are different trajectories of learning English, because All students have a different starting level, which means they move in the educational space in different ways and at different speeds. Content blocks, in turn, consist of thematic and target modules of the educational process (mups) (Table 1).

Table 1. Structure of the general module "English language" [4]

General module "English language" – 9 terms					
Content blocks					
EGP	GBE	BE	EPD	ESP	EAP
Thematic			Target		

CONCLUSION

The structure of the module, developed and worked out over several years, allows us to speak about the existence of a modular training technology and a technology for the formation of certain competencies that allow intercultural and interprofessional communication. The technology includes: passing standards, actions - educational activities, testing readiness and reflection.

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