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## **IMPORTANCE OF MODULAR APPROACH IN IMPROVING THE QUALITY OF MEDICAL EDUCATION IN HIGHER EDUCATION INSTITUTIONS**

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**Abstract.** Continuity and coherence in the educational system is an impetus to expand the spiritual and intellectual potential of society and ensures the stability of scientific and technical development. The interrelationship between various components of the quality of continuing medical education ensures the purposeful application of various methods and methods to the educational process.

**Keywords:** medicine, higher education institutions, credit module system, features

Modular training is the organization of the educational process, in which educational information is divided into modules (complete and independent units, informational parts).

A module is a block of information that contains a logically completed unit of educational material, a program of targeted actions and methodical guidance that ensures the achievement of specified goals. The module concept includes "a logical volume of educational material", as a result of which the acquisition of certain theoretical and practical skills is ensured to perform any specific work.

The essence of modular teaching is that the teaching content is structured into autonomous organizational and methodological blocks - modules, the content and volume of which may vary depending on the didactic goals, the differences in the profiles and levels of students, their wishes, and the choice of the individual trajectory of students, while the possibility of moving along the course is available [1, 3].

A modular training program is a set of modules aimed at mastering specific competencies required for a qualification.

The goal of introducing the credit-module system is to create flexible educational structures in terms of the content and organization of training that "guarantee the satisfaction of the existing needs and identify a new vector of interest."

The main task in the credit-module education system is not only to provide the necessary knowledge, but also to select new forms and methods of education that allow the student to enter the system of continuous professional education and self-education. The goal of mastering the educational program is the general level of the student's acquisition of certain competencies (the knowledge, skills and professional preparation acquired by the student during the educational process and for successful activity in a certain field) [4, 6].

In contrast to the traditional approach of education, which is mainly focused on learning knowledge, the modular approach is aimed at achieving a certain professional competence through independent activities.

In the credit-module education system, students always have the opportunity to receive help and advice from the teacher and other students, and, if necessary, to evaluate their performance. It helps the students to develop quality and team work skills such as team work.

The modular education system consists of educational modules. It is the main organizational and content unit, covering educational material of relatively independent importance and, as a rule, includes several topics or course sections with similar content. A modular unit is an integral and independent part of a module. A learning element is a piece of learning material that reflects some aspect of a professional or other task. It is the main carrier of educational information [1, 6].

As a structural unit of the working curriculum of the studied subject, the purpose of the module is to create conditions for students to acquire knowledge, skills and qualifications, as well as to form professional personal qualities necessary for students to work as doctors in the future. The essence of modular teaching is that the student can work independently with an individual study plan, which includes a targeted action plan, an information bank and a methodical guide, to achieve the didactic goals proposed to him.

Teaching based on a modular approach, taking into account the logical interdependence of medical sciences, allows students to acquire solid theoretical knowledge, clinical thinking, and generalization of acquired knowledge [5, 6].

The transition to the credit-module system is a demand and necessity of the development process, requiring a highly qualified specialist with in-depth knowledge and skills, professional competence and decision-making in unusual situations, teamwork, independent acquisition of information, analysis, effective use of it, flexibility to changing situations. does. This, in turn, is directly related to the motivational characteristics of trained personnel, in particular, the efficiency of knowledge acquisition, the factors that determine the success of educational activities, that is, the organization of the educational process and the improvement of the quality of education.

In the organization of the medical education system based on the modular approach, the method of organizing the information on the educational process with a logical connection is taken into account, the educational content is reflected in separate organizational-methodical modules, and its size varies according to the didactic goals, specialization and level of the students. should be optimized accordingly. The coordination of modules is necessary to ensure the necessary level of flexibility in the selection and completion of educational material, which is important for the education and independent learning of students. It is important to take into account the fundamental validity, logical connection and coherence of subjects in the development of a modular program of education, in contrast to traditional working curricula, when forming modules in the section of courses [8, 9].

In foreign higher education institutions, special attention is paid to the following: the structure of the educational material is unique, the main information is formed in the form of organizational-methodical blocks, after learning, the pedagogical goal, the effectiveness of targeted programs of education is considered

important. The organizational aspect of education is considered with a modern approach, it is emphasized that the teacher should give a specific task in the process between the teacher and the recipient, and the student should acquire knowledge based on independent research. At the same time, necessary conditions are created for the integral connection of science with practice aimed at increasing the efficiency of acquiring theoretical and practical knowledge.

According to the analysis of the literature, based on foreign experience, it can be recognized that the use of pedagogical technology based on the modular approach is widespread in developed countries, especially in Western Europe. In 1869, Harvard University introduced an educational system in which students were given the opportunity to independently choose their subject for further study [10, 12].

In the context of extensive diversification of credit systems, the ECTS system brings together different educational systems, taking into account the multinational European tradition. When developing a national model based on the credit education system in Uzbekistan, it is appropriate to choose a high quality education and a reliable basis for integration into world education processes, taking into account the achievements of the European ECTS credit and American credit hours systems.

As one of the reforms in the education system in the Republic of Uzbekistan, the step-by-step transfer of the educational process to the credit-module system in higher education was set as one of the priority tasks. At the moment, the Decree of the President of the Republic of Uzbekistan dated October 8, 2019 "On approval of the concept of the development of the higher education system of the Republic of Uzbekistan until 2030" mandated "gradual transfer of the educational process in higher education institutions to the credit-module system", and in the Address to the Oliy Majlis " "It is necessary to transfer the educational process to the credit-module system in higher education", for example, it was put on the agenda. This is about organizing a series of works on transferring the educational process to the credit-module system in higher education and creating conditions for Uzbekistan to become a member of the Bologna Declaration. defined tasks [8, 11].

On October 8, 2019, the head of our state signed the Decree "On approval of the concept of development of the higher education system of the Republic of Uzbekistan until 2030". In this important document, "at least 10 higher education institutions in the republic should be included in the list of higher education institutions in the first 1,000 of the ranking of internationally recognized organizations (Quacquarelli Symonds World University Rankings, Times Nearer Education or Academic Ranking of World Universities) and the educational process in them transfer to the credit-module system" was defined.

Also, by 2030, 85 percent of all higher education institutions in the republic, including 33 higher education institutions, were to be transferred to the credit-module system.

The use of certain pedagogical technologies is required in the course of modular teaching. However, the selection of these technologies, the development of mechanisms for using them in the course of modular teaching in the field of subjects is one of the tasks awaiting its solution in pedagogy [7, 9].

The introduction of the credit-module system is an important factor in the cooperation between the teacher and the student. In modular education, the pedagogue organizes, directs, advises and checks the student's learning process. And the student moves independently towards the directed object. The greatest emphasis is also placed on independent learning of students.

The importance of independent education in the educational process increases, and this leads to an increase in the independence, creative initiative and activity of specialists in the future. In the credit-module system, students always have the opportunity to receive help and advice from teachers and fellow students. This strengthens mutual cooperation and serves to form teamwork skills [11, 12].

The transition to the credit-module system of teaching will increase the commitment and demand for professors and teachers of the higher educational institution. As mentioned above, with the modular teaching system, the teacher performs not only the functions of an informant and supervisor, but also the functions of a consultant and coordinator. The leadership role of the teacher is preserved in the pedagogical process.

The following are important when introducing the credit module system:

- the level of academic freedom increases (independently choosing subjects, setting deadlines, choosing teachers);
- increase in the share of independent education in students' educational activities (at least 50%);
- the convenience of transferring lesson schedules to a 5-day system (30 hours per week, 6 hours per day);
- the emergence of a developing environment in the teaching activities of teachers (counseling lessons, independent work of students under the guidance of the teacher);
- reducing the share of theoretical education and the student's acquisition of measurable skills of a practical nature (introduction of various interactive educational methods, continuation of practical training in independent education and criteria for evaluating them through specific types of activities);
- educational activities of students aimed at independent research (studying according to the personal educational trajectory of one's choice);
- accustoming students to be independent in life, allowing them to study in different academic groups every semester;
- innovative content of educational programs (orientation to advanced scientific achievements);
- influence of the student on the educational environment (suggestions and recommendations on the organization of the lesson, teaching methods);
- increase in the share of components of the higher educational institution in educational programs;
- increase in the share of interactive, problem-stimulating, innovative teaching methods (student-oriented educational environment);
- creation of conditions for teaching based on scientific research;
- regular and step-by-step monitoring of students' academic work;

- increase in the share of effective and sought-after methods in teaching methods (through the introduction of assessment in creative works, presentations, portfolio methods);
- diversification of the content and duration of educational programs, expansion of the student's educational opportunities (possibility of studying additional subjects on the basis of choice, possibility of obtaining credits in advance, passing external exams);
- differentiated education of students (increasing the effectiveness of education by teaching advanced students in separate groups);
- the possibility of using the flipped classroom method of mixed teaching (distributing general lectures to a large contingent of materials in advance and conducting the lesson in a question-and-answer manner by focusing on the formation of students' practical skills);
- acquisition of qualifications and academic degrees recognized in other countries (conversion of diplomas).

The effectiveness of the credit-module system implemented in the Republic of Uzbekistan, the success of the experiments depends on the following factors:

- regulatory-legal, organizational-management, financial and economic, material-technical and scientific-methodological support of the educational process;
- provision of modern textbooks and teaching-methodical literature;
- availability of international information networks, provision of laboratory equipment and use of new information technologies in educational activities;
- availability of teachers who work on themselves, regularly improve their pedagogical skills, master interactive teaching methods, and have received training on organizing the educational process in the credit module system;
- creating conditions for students' personal and independent educational activities [3, 7].

**Conclusion.** The introduction of the credit module system into higher medical education will improve the quality of education, ensure transparency, eliminate corruption, reveal the true knowledge of the learner, and create a foundation for the student to study and work independently.

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