MODULAR TRAINING AS A CONTEMPORARY FORM OF EDUCATIONAL PROCESS` ORGANIZATION IN STUDYING OF HUMANITARIAN DISCIPLINES IN RUSSIAN UNIVERSITIES

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Abstract: The article discusses modular training in the study of the humanitarian disciplines, which means projection of the pedagogical process in accordance with the learning objectives, general didactic principles and criteria of its evaluation. The following components serve as means of modular training: a modular programme, a module, training element. The high adaptability of this training is revealed and determined by the structuring; a clear sequence; variability of structural organizational and methodological units.

Keywords: Modular training, Humanities (humanitarian disciplines), students, modular programs, competitiveness.

INTRODUCTION

Humanities (philosophy, history, foreign language, etc.) hold a special place in the structure of bachelors` fundamental training, the teaching of which is little connected with advanced educational technologies. Undoubtedly, the transformation of the socio-economic foundations of society is inextricably leads to changingof pedagogical system and educational practices. Innovative education concept replacesof the traditional didactic model, which changes and transforms all the components, starting from the goals, educational content and ending with the technology of projectingof educational-cognitive activity.

Theoretical analysis of existing theories and concepts of teaching allowed us to distinguish among them modular training as the most technologically advanced due to the fact that it involves strict marking of all didactic system`scomponents and stages of the educational process, structuring and consistent presentation of the teaching content, the algorithmic projecting of modular programs and modules, cyclic and directional managing of the educational-cognitive activity by means of modular programs and modules.

In Russia, for historically reasons, modular training became famous in the sphere of professional education due to the research work of M.A.Andenko, V. F. Basharin , K. Ya. Vasina, V. V. Karpov, M. A. Choshanov and many others (Choshanov, 1996) (Andenko,1993). However, theproblems of the organization of modular training on the cycle of humanitarian disciplines are still little studied in Russia, also didactic peculiarities of using of modular training at in the initial stage of specialists` traininghave not been studied, and rules for creating modular programs have not been developed.

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The aim of our research is theoretical substantiation of choosing and organization of modular training in the disciplines of Humanities, which has become widespreadat present in Russia.

During the introduction of modular technology the learning content is structured into a separate organizational and methodological units /modules/, in turn, the content and scope of whichvaries depending on the specialization and differentiation by level of students and educational goals, allowing you to create the conditions for choice of individual way of studying the course (Borisova, 2000).

METHODOLOGY

In the late ' 80s modular training appeared in Russian universities, with the help of researcher P. A. Yutsyavichene and her students (Yutsyavichene, 1989). Modular training, having absorbed the dynamics of the development of modern didactic theories, synthesized in itself their peculiarities, which enabled more successfully to combine different approaches to the selection of the content, its presentation and methods of organization of educational process, which indicates the continuity of modular training (Rudnitskaya, 1996).

But before talking about the modular training it is necessary to consider the role of the Humanities in the development of the future competitive university-educated specialist. And humanitarian training is a means of overcoming a specific professional training, helps to make adequate decisions, and forms humanistic values among students.

If we turn to the Federal state standard, which is used to train the majority of bachelors, the study subjects can be divided into three educational cycles: humanitarian (socio-economic), scientific and professional. The standard is divided into basic (compulsory) part and variable part (subjects chosen by the student). Compulsory subjects are philosophy, history, foreign language, Russian language. The standard provides the formation and development of students` general cultural and professional competences duringthe study of subjects. In our opinion, formation of a second competence should be occurred only after studying Humanities (socio-economic) cycle.

There are great abilities of humanitarian disciplines for students in universities:

1. Literacy of students, broadening of outlook;
2. Means of developing of students`sociocultural competence;
3. Qualities, which are necessary for a full-fledged entry into social and professional environment;
4. The ability to act adequately in professional situations;
5. A method of activation of internal motives, motives of future specialists;
6. Developing of humanitarian mindset;
7. Formation of communicative culture, conducive to cooperation.

TABLE 1: THE PRINCIPLES OF MODULAR TRAINING

The principle of activity-based activity	*The principle of individualization of educational activity*	*The principles of reflexivity*
The principle of activity-based activitylies in targeted active perception of the studied phenomena, their understanding, creative processing and application. The student becomes the subject of the process due to the inclusion in different types of activity, in the solution of problematic situations, in cooperative and collective search for solutions to scientific and practical tasks. Further, the principle of activity-based activity promotes the formation of lasting knowledge, skills and experience. The possibility of obtaining of such knowledge is provided by a specifically-defined objectives and learning content, structure and form of its providing; by the opportunities for the implementation of self-dependent work of the student, self-control and repetition of the teaching material, if the last is necessary. These opportunities are provided by modular training, but their implementation is provided by the principles of problematic and adaptive.	The principle of individualization of educational activity aimed at creating the most favorable conditions of realization of each student's training objectives. Therefore, it is closely linked with the principle of adaptability in modular technology. Moreover, the content of the principle of individualization includes the requirements of availability, consistency, integrity of training, which could be implemented by structuring the content of the subject. In this regard, the principle of individualization can be correlated with the principle of structuring of modular technology.	The principles of reflexivity, partnership, freedom of personal choice and responsibility for it can be combined into one group, because they define the conditions for the creative approach to the organization of the relationship between teachers and students. This group of principles is closely connected with the principle of feedback at modular training. Moreover, the principle of freedom of personal choice correlates with the principle of adaptability, which provides differentvariants of modular programs.

Research studies confirm the possibility and pedagogical potential of humanitarian disciplines for the development of future specialists` professionally important qualities.

One of the pedagogical conditions of development of student`s competitive personality during studying of humanitarian disciplines is the introduction of modular training, acting as "auxiliary" means of educational process`implementation in University (Nikitina, 1998). Some teachers suggest the following teaching methods in the study of Humanities disciplines such as trainings, talks, discussions, portfolio, competitions, role playing and simulation tools. But these learning tools can`t solve all the difficulties in the study of the Humanities.

Peculiarity of modular training is the projecting and using of scientific and methodological principles (Table 1. The principles of modular training), which include activity, individualization, problematic, adaptability, structuring, partnerships, reflexivity, freedom of personal choice and responsibility for it (Timofeeva, 1993).
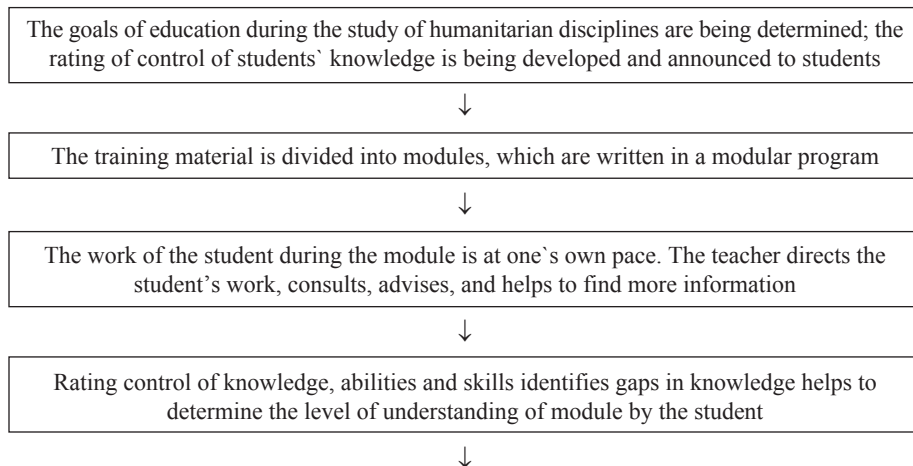
Key concepts of modular training are: module, training module, modular program (Dolgopolova, 1999).

A module is a logical complete unit, with the availability of educational materials for independent study, which are necessary to accomplishment of one complete operation or studying logically completed part of educational information.

Training module – is a separate organizational and methodological structure of the educational subject, which includes a logically complete unit of educational material.

Modular programme is a programme, consisting of learning material`s modules, each of which satisfies the definite objectives of the understanding of didactic material, being controlled by didactictasks.

Technology of the implementation of modular teaching is the following:

The goals of education during the study of humanitarian disciplines are being determined; the rating of control of students` knowledge is being developed and announced to students

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The training material is divided into modules, which are written in a modular program

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The work of the student during the module is at one`s own pace. The teacher directs the student's work, consults, advises, and helps to find more information

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Rating control of knowledge, abilities and skills identifies gaps in knowledge helps to determine the level of understanding of module by the student

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Modules are compiled so that more students in the group learned the educational material, completed the tasks at an average pace of learning. Students with a high level of intelligence and coping with common modules easily, can be given additional research tasks

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Implementation of modular program ends with the final control test, within the overall rating, which measures the achievement of learning goals.

Applying modular training, as the result, our student becomes competent and comprehensive. To solve this problem, at first we have identified the criteria and indicators of the development of student `s these and other qualities in the course of studying humanitarian disciplines (Table 2. Criteria and indicators).

TABLE 2: CRITERIA AND INDICATORS

Criteria	Indicators
Cognitive (knowledge)	Formed knowledge, extensive mental outlook, clear position on the various issues
Motivational value (axiological)	The personal importance of qualities` self-development
Activity-based	Organization of actions, aimed at personal development of the student

Modular training enables to distinguish groups of fundamental concepts, to classify material compactly, to avoid reiteration within the course and in related training subjects (Artemov,1999).

To engrain and check the studied material, tasks of different difficulty levels for three groups of students were applied: low, medium and high level of proficiency. Lowest level is a learning level of basic knowledge, appropriate to the requirement of the Federal state educational standard, was of a reproductive character; the middle level included tasks aimed at the transformation of achieved knowledge (analysis, synthesis of new knowledge, a number of mental operations); high level is referred to the development of creative abilities, motivating of students to Express their own position.

The concluding examination at the end of each module was as the incoming control for the next. The final assessment showed the level of mastering of the module. During the development of modular training it was important, that each module presented a very definite self-depended special knowledge, formed the necessary skills to specialist and thereby develop the students` abilities. After studying of each module,according to the test`s results, the teacher gave the necessary recommendations to the students. According to the achieved number of points,the student could judge the degree of hisor her proficiency.

Developing the educational modules, we used the following forms of educational elements: lectures, practical classes, colloquium, mini-test, control test, solitarywork of students (Denisenko,2002). Additionally, we have also included thestudents` participationin scientific conferences, writing and defending of abstracts.

Lectures played a major role in students` learning process and fulfil a number of functions, they are: informative, developing, stimulating, clarifying, convincing (Zimnyaya, 1991). Assessing lectures, we were able not only to increase the attendance, but also to develop students` attentiveness. The introduction of the principle of problem-based learning into the lecture played the important role, where objective preconditions to find ways to overcome difficulties, as well as joint solution of educational problemsarise.

Writing and defense of abstracts gave the opportunity to students toget additional points. Topics of abstracts were determined in advance by the teacher and each student had the right to choose a particular abstract topic. The abstracts showed not only theoretical knowledge of students, but also how theywere able to apply achieved knowledge in practice.

Participation in scientific conferences was an additional possibility of taking more points. The student by himself decided the theme of the report, which was in line with the theme of the conference. The teacher helped and corrected the contents of the report.

RESULTS

Such arrangement of studying helped to get an objective assessment of not only students but also teachers; to increase the level of professional training of students; to systematize the studying process; to identify the weak points in the process of subject`s studying; gave an opportunity to students to self-assess their studying activities (Kasisov, 1994).

Thus, training of students has turned into a searching research work, which allowed the student to realize his or her level of efficiency, to fill the gaps in knowledge and to choose consciously the level of studying, to choose the most appropriate form of work on the studying material (Gareev, 1987). The success of training and its results depend not only on teachers` qualification, but also on and students` efficiency. That level of organization is possible only under condition of formation students` ability to process information and to materialize self-administration ofcognitive process. This requires students to form such learning skills as planning of the search cognitive activity, its self-organization, aimed at the implementation of this plan, self-control during activity (Basharin, 1994).

CONCLUSION

The problem of the significance of the Humanities in Russian universities currently acquired relevance because of socio-economic development of Russia. The social order to the modern University is aiming at preparing a comprehensive professional, who as a personality is realized during his or her professional activity. But the maturity of many personal qualities takes place at the stage of University training, that is why this period is important and difficult on the way of future specialist`s formation. In terms of professional education, maturity of comprehensive personality is connected with the use of possibilities of the Humanities. The pedagogical potential of the Humanities is huge.

Pedagogical condition of realization of humanitarian disciplines is the introduction of modular training, which includes a set of interrelated opportunities, content,and meansof self-development training.

We came to the conclusion that the modular technology of education, as well as other technology, assumes the projecting of the pedagogical process in accordance with the learning objectives, general didactic principles and criteria of its evaluation (Ilyashenko, 2010). In line with this the selection of information elementswas made, which are to be studied by students under Humanities, and structuringof selected elements. On the basis of the projected training content, modules were developed, which also meet in study materials. Modular technology contributed to develop students` interest in the study of the Humanities.

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