



Received: August 10, 2021
Accepted: September 11, 2021
Available online: September 25, 2021

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MODULE SYSTEM AND TOOLS FOR DEVELOPING WRITING SKILLS OF LAW STUDENTS

ANNOTATION

A module system, one of the biggest institutional factors of the educational system, and under this system, the main objective is to investigate the factors of the development of students' writing skills, to give them a worthy assessment and to develop important conclusions within the framework of scientific research. This article provides information on the most used module system today and the factors behind the development of writing skills in it. Today, the introduction of a module system into the educational system, through which, using various advanced pedagogical technologies, along with the progress in the educational system, is able to demonstrate the mistakes and shortcomings that are being made, improving writing skills, speech activity, communicative competence of students studying in the legal direction remains one of the biggest requirements. The evaluation of students' writing skills in English, as well as other foreign languages, the improvement of this system with the help of modern methods are among the most important tasks. The constant increase in the English language proficiency, writing and communicative competence of students, especially students of law educational institutions, as well as the most important system of their assessment is more important than ever. Their specific methodological basis, in the process of studying alternative methods and options for evaluation, it should be noted that for language learners, students, those who want to acquire a

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МОДУЛЛИ ТИЗИМ ВА УНДА ЮРИДИК ЙЎНАЛИШ ТАЛАБАЛАРИНИНГ ЁЗУВ МАЛАКАСИНИ РИВОЖЛАНТИРИШ ОМИЛЛАРИ

АННОТАЦИЯ

Таълим тизимининг энг катта институционал омилларида бўлган модулли тизим ва унинг доирасида талабалар ёзув малакасини ривожлантириш омиллари тадқиқ қилиш, унга муносиб баҳо бериш ва илмий изланишлар асосида муҳим хулосаларни ишлаб чиқиш асосий мақсад ҳисобланади.

Ушбу мақолада бугунги кунда энг кўп қўлланилаётган модулли тизим ва ундаги ёзув малакасининг ривожланиш омиллари ҳақида маълумотлар бериб ўтилган. Бугунги кун таълим тизимида модул тизимининг жорий қилинганлиги, унинг воситасида, турли илғор педагогик технологияларни қўллаб, таълим тизимидаги тараққиёт билан бирга йўл қўйилаётган хато ва камчиликларни ҳам кўрсатиб бериш олиш, юридик йўналишда таълим олаётган талабалар ёзув малакаси, нутқий фаоллиги, коммуникатив компетенцияларини такомиллаштириш энг катта талаблардан бири бўлиб қолмоқда. Талабаларнинг инглиз тилида, шунингдек, бошқа хорижий тиллардаги ёзув малакасини баҳолаш, ушбу тизимни замонавий методлар ёрдамида такомиллаштириш масалалари ўта муҳим вазифаларимиз қаторидан ўрин олган. Талабаларнинг, айниқса, юридик йўналиш талабаларининг инглиз тилини пухта эгаллашлари, ёзув ва коммуникатив компетенцияларини доимий ошириб боришлари, шунингдек, уларни баҳолаш тизими ҳар қачонгидан ҳам муҳимдир. Бундан ташқари, уларнинг ўзига хос

certain specialty, the assessment is based on the work carried out, requiring the performance of authentic tasks with the application of oral or written communication skills. And the writing speech is a manifestation of oral speech in the form of a graphic image, and the psychophysiological connotations of oral speech are preserved in the form of written speech.

Key words: module, module credit system, module system, module training, writing skills, assessment, control.

методологик асослари, баҳолашнинг муқобил методлари ва вариантларини ўрганиш жараёнида шуларни алоҳида қайд қилиш лозимки, тил ўрганувчилар, талабалар, муайян ихтисосликни қўлга киритмоқчи бўлганлар учун баҳолаш; бу оғзаки ёки ёзма мулоқот қўникмалари қўлланилиши билан аутентик вазифаларнинг бажарилишини талаб қиладиган ишларга асосланади. Айнан модул тизимида ёзув малакасини ривожлантириш ва уни баҳолаш муҳим аҳамият касб этади. Гапириш, тинглаш, ёзув ва ўқиш тил қўникмаларининг тўрт турини ривожлантириш хорижий тил ўрганишнинг асосий омилidir. Хусусан, ёзма нутқнинг равонлигини таъминлаш бўлажак юристларнинг касбий эҳтиёжидан келиб чиққан ҳолда тадқиқотимиз долзарблигини оширади. Ёзув нутқи эса оғзаки нутқнинг тасвирий графика шаклидаги намоиши бўлиб, оғзаки нутқнинг психофизиологик механизмлари ёзма нутқ шаклида сақланишидир.

Калит сўзлар: модул, модул-кредит тизими, модул тизими, модулли таълим, Moodle тизими, ёзув малакаси, баҳолаш, назорат.

INTRODUCTION

The system of modules, which is one of the modern forms of education, is becoming increasingly popular thanks to its dynamics and high level of efficiency. The introduction of a module credit system in the higher education entails certain changes. For example, loading hours for academic years (audience hours, independent work, etc.) are calculated on the basis of 60 credits. The more special subjects are given credit, the less General Educational Sciences physical education, singing classes and others are not included in the system of credits. Therefore, it is necessary to change the curriculum, modular planning of the topics of courses, methodological and technical provision of independent work.

MAIN PART

Founder of the theory of modular Education, American scientist James Russell defined the module as “a training set containing a concerted unit of didactic content and a set of actions of the educator” in his work [Russell J.D., 1974; 164]. He predicted that in order to fully master the volume of new knowledge, a student will perform these actions alone. In this definition, in essence, the choice of units of didactic content of the module is indicated by the printsip. Its meaning is that it is necessary to choose a structure that, as an object of mastering new knowledge, has a minimum semantic content, thereby maintaining the properties of integrity. This rule

is important in modular teaching technology. Well-known scientist G.Owens gave a wider explanation to the concept “module”. He understood the module as the complex of exercises, conducted in a certain way, which includes teacher, student, a didactic composition and a set of tools for the implementation of an individual approach to the educational process. At the same time, he considered the special pedagogical function of the module to provide an individual approach to the selection of the organization of the educational process, its organizational forms and methods of application to practice [Owens G., 1970; 20-27].

In the 80's of the last century in pedagogical science, too, the concept of a modular approach became known, and P.A. Yutsyavichene the well-known pedagogue defined a module as a complete block of information. Many Russian scholars interpret the concept “module” as a system of interrelated elements, some specialists interpret a module as an information unit of didactic content that does not contain only elements of educational technology.

The uncertainty of the definitions given by the leading experts to the concept “module” led him to discuss it internationally. Thus, at the UNESCO conference in Singapore (1982), the following definition of the concept “module” was adopted – this is “a unit dedicated to individual and (or) group education through which students have mastered new knowledge and (or) a new set of skills and qualifications based on an individual approach to the learning process” [Khutorskoy A.V., 2008; 255].

Although, a modular teaching is described, as individually related to the specific aptitude for each student and enables each student to think, have own interests and acquire individuality for himself/herself. In this, attention should be paid to individual students with special abilities and aspirations. In order to influence experiences and provide more quality education, it is important that a teacher personalises and individualizes the curriculum. When a teacher spends his/her time on individual education, he/she finds it possible to have a personal conversation with students and approach them individually [Manlove D. & David B., 1985].

The concept “module” is one of the new terms in modern Russian education. This is part of the educational program, within which several disciplines, training courses and sections of science are studied. The term “module” is often used as a synonym for the work program of Science, the cycle of subjects in the curriculum [https://fulledu.ru/articles/816_chno-takoe-modulnaya-forma-obucheniya.html].

Based on this, we can come to a conclusion that the essence of the modular form of teaching is primarily due to the fact that a student himself/herself learns discipline, accuracy and a teacher manages his/her educational activities: organizes the educational process, and also stimulates, coordinates and manages the work of a student. The module is a form of Organization of the educational process, in which the training is a logically completed unit of the educational material, which is based on the gradual assimilation of modules. It serves to optimize the content of teaching, systematize, ensure the variability of teaching programs and to orientate to the individual, motivation (arouse interest), independence and maximum realization of the opportunities of students, teaching practical activities. The module system

provides a step-by-step mastering of the new material, that is, in each science and each module, the training is directed from simple to complex. In addition, it should be noted that the module is a common unit, it is a set of subjects that complement each other, belonging to a certain area. Thus, independent education is emphasized, that is, education is individualized. A student applies his/her knowledge gained through independent thinking to practice. Through Individual work, skills and qualifications are generated. In this, each module is subject to a separate assessment and is controlled on the basis of norms that correspond to the appropriate training content.

In addition to the above, there is another concept of MOODLE, and it is appropriate to comment on it. MOODLE is a course management system, also referred to as a learning management system or virtual learning environment. The full form in English is as follows, the Modular Object-Oriented Dynamic Learning Environment, in which it reflects the “module-oriented dynamic learning environment”. This web application was founded by Australian software scientist Martin Dogiamas in 2002, the program provides the ability to create websites for online learning for free.

The analysis of scientific methodological literature showed that several concepts came from the term “module”: modular method, modular teaching, and modular approach. Within the framework of the educational process, it is possible to cite the following definitions:

- module is a collection of instructional materials that covers a whole range of contextual units;
 - module is a block of information that covers one, two, or several units of educational materials within the framework of one curriculum;
 - module is a science structure of educational materials, which includes the selection of subjects from different educational disciplines required within the framework of one specialty;
 - module is a set of Educational Sciences for the study of this or that specialty;
 - module is a module program of professional education in a specific profession.
- In European educational system, the following types of modules are distinguished:
- 1) basic modules that form the professional composition of the graduate;
 - 2) supporting, complementary modules aimed at learning the basic modules;
 - 3) organizational and communicative modules of the study of foreign languages that form the skills of working in groups, related to the same work;
 - 4) specialized modules aimed at deepening professional knowledge in the chosen field;
 - 5) portable modules in various forms of practice, reflecting in the course work and diploma work, graduation work, internship and other educational programs.

In the methodology of learning foreign languages, the module has the following components:

- it is a subject that is proposed to be studied for a certain number of hours;
- training blocks (speaking, listening, reading, writing);
- aspectic aspects of a language (lexical, grammar);
- a foreign language level of knowledge;

●educational materials that are offered to different groups of learners (leading, academic and equalizing groups) [Babaniyazova N.P, 2018; 71-72].

Moodle-platform is a project originally developed by Martin Dugiamas in 2001. On August 20, 2002, a special program for distance education was launched 1.0 type (version) [<https://ru.wikipedia.org/wiki/Moodle>].

Moodle is an open source platform, which every institution has the opportunity to correct in accordance with its requirements: its integration with other information systems; filling in new services with its auxiliary functions or reports; installing a finished product or improving it with the laying of completely new additional modules, etc.

Moodle options: all resources – concentrated in one whole case; educational functions can be shared; a professor-teacher – always in contact with learners; quality of teaching – under control. Moodle platform has a wide range of possibilities and present their functions as follows. So, for users: to study at a voluntary time, in a tray that is convenient for them in a voluntary place; to spend their time with in-depth study on topics that are interesting for them; the opportunity to choose a professor-teacher and a course; the rapid growth of the level of acquisition of knowledge occupies an important place.

The above given opinions are briefly reflected in the table below:

	Feature	Form	Touched upon by
Module	Unit of education	Organization of the educational process	Palmira Yutsyavichene
Modular system	Systematize step-by-step mastering	Teaching method	Manlove & David
Modular teaching	Individualization	Form of education	James Russel
MOODLE system	Evaluation and control	Online platform	Martin Dogiamas

Many higher educational institutions around the world today are leading an effective process of the educational process, as well as a system in which this process is supported by all the requirements of modular educational technologies. “The specificity of modular education is determined by such criteria as its purpose and content, forms and methods, areas of interaction between a teacher and a student” [Yutsyavichene P.A, 1989; 227]. The module is a training unit database of integrated and logically structured programs in a particular field of science, which includes logical, didactic, independent sections of lectures and practical courses, educational-technological maps, literature, control blocks and reporting forms. The module highlights the problems of professional and practical strengthening of the purpose and requirements of state educational standards, taking into account the characteristics of the higher educational institution. It should be noted that, unlike traditional education, the role of a teacher in the use of modular learning technologies changes as an element of the pedagogical system. That is, “by giving students the opportunity to independently determine the goals, content, forms, methods and means of learning activities at the same time, a teacher’s responsibility for the learning process and

outcome is not reduced” [Vorontsova T.A., 2009; 130]. In addition to this, one of the most important factors of the module system is that a teacher and a student become equal participants in the learning process due to their interest in achieving concrete results [Galskova N.D., 2000; 165]. In this case, it is important that a teacher and students work together to choose the best way of teaching for each student.

As we know, the learning process is carried out in a traditional and online way. In both ways, a teacher contributes to the growth of the quality of the educational process by giving feedback in the course of the lesson. As a result, a teacher will be able to see the level of preparation of students, the compliance with the selected form, instrument, etc. with respect to the content of education, monitor the quality and pace of assimilation by students of the educational departments, modules or the entire module program, on the basis of which he/she will have the opportunity to correct “The teacher provides the students with the conditions for self-management and thereby also determines the acceptable size of his participation in the learning management process” [Giraldo F., 2014; 63-76].

It can be seen that module training not only allows to demonstrate its high-tech performance according to its individual characteristics, but also provides solutions to many problems of science orientation training. And the structure of the module, which is divided into blocks, covers the main stages of education, and its implementation and awareness in the educational process, both for students and teachers, also facilitates the division of having more information.

Special attention is paid to scientific research on the module system in the teaching of foreign languages in the world. Given that the object of our study was not focused on the module system, we decided to limit ourselves to only the concept of the module and the coverage of its functions in our study. The concept “module” is one of the new terms of the modern educational system, which is part of the structure of educational programs in which several disciplines, courses and sections of science are studied [Solovova E.N., 2003; 239]. The module is often used even as a synonym for a particular subject, a cycle of the curriculum in science, a training course program.

The essence of the modular form of education is characterized primarily by the fact that a student assimilates the science himself/herself, as well as by the fact that the educator can control the educational and cognitive activities, organize the educational process, and also stimulate, coordinate and control a student’s activities. Today, the module performs the following functions in education:

- 1) the “working” part of the training program;
- 2) base (foundation) for the creation of new training programs;
- 3) the basis for the improvement of qualification programs.

The training process, organized using the module, is carried out in accordance with the approved training plans. And the structure of the educational program takes several modules, and the execution of this volume is manifested in credits (for one academic year no more than 60 credits can be mastered). Each module will have configurable learning elements that depend on its content, didactic purposes. The learning element of the module will be composed of a test of purpose, a list of materials,

manuals, mastered knowledge. As a rule, each model consists of 5-8 training elements: an introduction, a training goal, the main problems of the element (keys), textual information, exercises, a conclusion, a bibliographic list, glossaries. The purpose of the module program is the organization and implementation of the educational process aimed at individualism, improving the efficiency and quality of training, as well as the formation of universal professional competencies [Coombe Ch., 2013; 231]. Students should master them independently and achieve the goals set in the process of working on the module. Curriculum modules must be structured to achieve the stated pedagogical goals and be clear enough to inform students. Assessment is carried out through a rating system of knowledge assessment. The modular system of ECTS – European credit transfer system (ECTS), (Bologna system), which is based on the entire volume of training carried out through loans. Examples of basic terms of the module are:

- Module (part of the educational process, new method of science);
- Assessment rating system (assessment of points on the results of current classes, modules, semester control and other forms of educational activities);
- Credit is a unit of measurement of educational work, classroom and independent work; One ECTS credit has 36 academic hours, and a student must take 60 credits in one academic year; Forms of credit work: practical and laboratory work, lectures, seminars, independent work, consultations, exams and qualifying work [Coombe Ch., 2013; 231].

Now, when talking about the factors of development of writing skills of students of legal direction directly in a modular system, it should be noted that the issues of development of writing skills in the study of foreign languages occur through the study of written speech of students.

In the process of reviewing a writing skill, it will be necessary to determine its position in the educational system and its relationship with other types of educational activities. Some experts say that “it is necessary first to formulate the ability to understand and speak in students, and then to formulate reading and writing” [Vasilyeva M.M., 1967; 425]. The essence of this concept is that a student also first learns to understand and speak in his native language, and then learns to write. This also manifests itself as natural.

Finding an answer to the question of how oral and written speeches are related is one of our first tasks. Baudouin de Courtenay, one of the founders of the theory of writing, distinguished two different forms of speech activity: auditory-based pronunciation and visual writing [Baudouin de Courtenay, 1963; 384]. However, acknowledging this, the scholar does not equally contradict them, and considers that the former (pronunciation based on listening) arises and is thought to be independent of the latter (writing).

Human language is the language of sounds produced by auditory perception and human articulation. Therefore, while oral speech forms the basis of human interaction through language, written speech, in turn, reinforces oral speech in its own form. “Oral speech can exist and be in constant motion, but written speech cannot exist

without oral speech, or without thinking” [Giraldo F., 2014; 63-76]. Therefore, before developing writing skills in students, it is very important to develop and strengthen oral speech as much as possible, to improve their intellectual enrichment.

It should also be noted that not only oral speech in students affects the formation of written qualifications, but also written speech is also a factor that paves the way for the development and fluency of oral speech. Written speech can be said to be an extremely important and necessary form of speech activity, however, to overestimate its role and artificially increase its importance is also not necessary from the point of view of pedagogy. “A written qualification can be assessed as a complex stage in the development of language using skills in students, because, in reality, it is a complex form that includes verbal speech” [Pasvyanskene V.Yu., 1989]. In turn, the written qualification is distinguished by complex skills (different knowledge) and some complex psychological structures. According to scholars, it is possible to prove that written communication is separate and independent, and they are based on:

1. Students can achieve any level of written skills without having to fully master any foreign language orally; the main reason for this is that they use writing as well as authentic materials in the process of learning foreign languages, and this is sufficient for mastering foreign languages. It is known that among students there are many who can read and write a piece of writing example in a foreign language well, but it is difficult to speak and understand. The main reason for this is that students have been engaged in writing since the initial learning process, and only then have they learned to hear and receive sounds [Miller A., 2017].

2. Suggestions about the secondary coded nature of a written language are rejected, if such re-coding is mandatory, then the following events should be observed: written forms of communicative activity are more psychologically larger than the corresponding oral forms (speaking, audience gathering and speaking, reading). would have required costs. “This does not happen because the speed of writing does not lag behind the speed of speech for some psychological reasons, but the movement of the hand is a little slower than the movement of the organs of speech” [Shubin E.P., 1972; 180].

Thus, the writing speech differs from the spoken language functions in that it manifests itself as a separate type of activity than it does. Writing speech is a manifestation of oral speech in the form of a graphic image, the psychophysiological connotations of oral speech are preserved in the form of a written speech. One of the main factors in the formation of writing skills in students is the development of the capacity to hear and understand in them. It is necessary to first understand the word or sound heard, to study it with the help of thought and to translate its functional aspects into writing in a timely manner, in other words, the need to describe what is heard in writing without errors should be understood by the educator as the first tasks [Henning G., 2012; 33-40].

It is self-evident that the differences between oral and written skills are of a psychological nature rather than a linguistic one. Researchers have highlighted the following different aspects of a written text [Solovova E.N., 2003; 239]:

1. The written text presented to students should not be changed. The text can be read over and over again, and its content remains unchanged. The person reading the text can himself choose the strategy and speed of reading, re-reading it, and even find the meaning of unfamiliar words in the dictionary.

2. The written text should be relatively short and contain detailed information. The author of the written text works autonomously, does not always know his audience, while at the same time he is in direct contact with the certain audience, acquires re-connection (feedback) and corrects his text in the process.

3. As for the fact that the written text is stated with different structure and composition, it should be remembered that the author will be able to correct it several times during the writing period, as well as until the reader reaches the last option.

4. It takes a great deal of time for students to write a written text that will serve the growth of their writing skills. So, sometimes we want to get exactly the same information from a written source faster than when we hear a certain amount of information.

5. Written texts promote strict requirements for maintaining the normativity of the language.

In order to have writing skills for students, they must learn to write and focus more on this, work seriously on themselves. However, it should be born in mind that the written text is aimed at serving for the formation of students' various writing skills [Wiggins G., 2017].

It is also worth noting that if we take a deep and serious approach to the analysis of the factors of the formation and development of writing skills in students, first of all, there is a relationship between writing and reading, as we have already said above, writing is carried out with the help of codes, such as graphs. The difference between them is that the writing is often based on the coding method as well, while reading is based on the implementation without codes. "In this case often exactly writing skills will help develop educational skills. Therefore, writing is an effective form of activity that allows you to maintain language and phonetic knowledge, serves as a reliable instrument of thinking, encourages speaking, hearing and reading in a foreign language" [Pasvyanskene V.Yu., 1989].

In addition to this, the formation of writing skills in the students of the law institutions, the issues of the development of communicative competence in them have also been studied by scholars, among which are well-known linguists and psychologists, such as Loriya A.R., Kovaleva Yu.I., Semenov Yu.I. and others. Significant work has been carried out by them on the formation of writing skills in students, and we should note that many advanced ideas have taken place in their works.

L.S. Vigotsky interpreted written speech as "the most expressive, clear, common form of speech, which is transmitted in oral speech with the help of words that explain intonation and direct situation" [Ushakova S.V., 2010; 61]. Therefore, in order to learn foreign languages effectively and successfully, it is necessary to formulate writing skills and other three skills of students. The same records strengthen the skills of students in

speech and oral form, form the basis for effective mastering of the graphic system of the language. The process of perfect acquisition of writing skills and techniques in a foreign language in our case in the English language has a positive educational effect on the persistence of students' memory and willpower [Galskova N.D., 2004; 162].

Now we are going to state about the factors that develop writing skills in students, mainly law students, as a direct logical goal of the topic.

The main factors in the development of writing skills in a modular system for students majoring in law are:

1. Students whose writing skills should be developed, first of all, be able to formulate the knowledge at the level of understanding for the reader the internal content of the text in which the external sound is described, convey his/her reaction to the object in which his/her thought is directed, develop various response options [Leontiev A.A., 1991; 360].

2. Due to the fact that the writing skill does not have additional means of expression used in verbal or conversational skills (sign, gesture, thinking, sighing response, expressing a bad mood), the need for the development of extreme and professional practices to express such inner feelings outside, the use of such emotional factors in students to increase the possibility of obtaining from various artistic or documentary works is important [Semenov Yu.I., 2017].

3. In the development of writing skills, taking into account the fact that in future lawyers are dealt with various crimes, cases, realities in criminal, administrative, civil and other spheres, consideration of various agreements, consideration of judicial decision and other legal acts, in the development of writing skills, to put different signs, to include quotes, to call is crucial.

4. Also, in order to fully cover a single reality in English, it is necessary, first of all, to use the full range of advanced, improved, perfect grammatical tools of the language, to formulate and develop skills to control the strict observance of which the details are clearly and smoothly explained.

5. Proceeding from the fact that psychological factors play a high role in the assessment of any legal process, are the cause of motivations, the presence of motivating factors for it, lawyers will be able to study in depth the subjects of their writing, reflection in the documents, in addition to legal terminology, expression of psychological terms, realities, in addition to in-depth study.

6. Constant improvement of pedagogical techniques for in-depth study of the application of some portable English words, expressions, statement realities in official, legal documents, mastering their synonymic, phraseological aspects, mastering the skills of their application in practice.

7. Due to the shortage of their specialties and service functions, in-depth study of subjects, norms, terms of international law, constant study of international judicial processes and the expressions used in them, constant introduction and analysis of the practice of studying documents reflecting the processes, organization of seminars, round tables, colloquiums, conferences on the passage of synthesis factors.

8. Due to the peculiarities of the legal direction, the constant changes and

factors of development that are taking place in the field of law in the world today, the processes, the organization of various trainings, open lessons, conversations, press conferences, auditoriums and mobile lessons for the further development of students' writing skills with the participation of students, specialists, government agencies, non-profit organizations, legislative bodies, focusing on the issues of attracting jurist teachers who have deeply mastered the English language, as well as attention and respect.

All of the above tasks can be considered as the main factors for the formation and development of writing skills in English in students studying in the legal field. After all, today, the deep study of English by lawyers is manifested not only as a factor of improving the internal life of the country, but also as a factor of improving the economic, political, foreign policy, investment climate, image in the international arena.

Whether students are within the framework of their specialty or are in other disciplines, increasing their writing competence is carried out by the process of acquiring the necessary set of knowledge by students, through the acquisition of oral speech and communicative competence to create a writing text that serves as a means of communication.

However, the analysis of the results of the work done by students showed that their level of training in this regard remains very low. Texts written by students can also be evaluated as a written expression of an oral statement in many cases, and this, in turn, can be a successful result of the transfer of the knowledge and skills acquired by them from oral speech to writing competence, because, it is precisely this fact that the formation and development of writing competency plays an important role. This is manifested by the rapid development of modern techniques and technologies, as a result of which writing competency of students is gradually decreasing.

It is also the rapid penetration of information technologies not only into our lives, but also into the educational system, resulting in the ever-increasing drop in students' writing competence, the implementation of any communication by them through modern technologies, especially the elimination of many technical, orthographic and stylistic mistakes with the help of special programs. But we should also note that no matter what specialty students are trained in, the development, improvement of writing competence in them and their constant evaluation, first of all, in future specialists, create the ground for the constant evaluation by the educators of the degree, which is mastered by students.

Evaluation of cultural, universal and professional competences formed in students is carried out by them in the process of obtaining special knowledge in each subject. However, some effective way to evaluate them is manifested in the results obtained in the course work and the implementation of projects, in the educational and production practices and in the research work. The assessment of students' knowledge using the current and final control, innovation forms and techniques of intermediate attestation is also one of the key tasks of today's system.

It should be kept in mind that the most important conditions for assessing the

competence of students, as well as the effective, successful improvement of tasks, the introduction of modern forms of control, referring to the specific forms of competences intended to be obtained and the functions of the professional activity and social activity of the graduate are their opinions.

Innovations introduced into the process of final control are characterized by the abandonment of the traditional forms of pre-emptive use, that is, the transition of the training from statistical evaluation, which is manifested at the level of students' readiness at the time of study to a dynamic assessment system. This implies not only the result achieved, but also such cases as the aspiration of a student, his/her constant work on himself/herself, the constant improvement of his/her skills on the basis of innovative knowledge.

In order to determine the dynamics of changes in the quality of students' training, the trend of action must be strengthened with systems that will be developed and implemented to monitor the quality of education [Baudouin de Courtenay, 2014; 320]. In a dynamic approach to assessing the quality of success in education, factors such as changes occurring in students, the growth or decline in their competences are required to be in constant control. There are also a number of complexities, despite the fact that the dynamic approach has its own advantages. They are primarily the need to systematically monitor the changes in the training of students and to realize in a timely manner that the above cannot be done without effective monitoring of the progress achieved in their studies. "If we evaluate the preparation and learning process with the existing differences and criteria between the final and initial results, then the growth associated with the acquisition of knowledge will be observed in students with lower knowledge of the acceleration of the process. It is observed that knowledge, which is characterized by a high level of preparation at the same time, occurs at a slower rate for some time in stronger students" [Alderson J., Claphan C., Wall D., 2005]. Therefore, in such a formal assessment of the increase in the level of students' readiness, it is possible to find out that not only the real processes of education are not fully reflected, but also that invalid guidelines and criteria arise.

CONCLUSION

Prior to the evaluation of students' writing skills, it became known that the issues of formation, development and improvement, conduct and organization of various tests in this regard, introduction of advanced techniques are among the most effective methods of assessing students' knowledge in today's module system. Development of writing competence in students in the process of teaching foreign languages, in particular the English language and through this the process of teaching to improve the effectiveness of the lessons should be organized in accordance with the needs and interests of students; set clear objectives in each didactic learning process; the content of teaching aids will be modern and progressive; the content of teaching should take into account such principles as reflection of evaluation criteria. During the conducted experiment-testing, the problems of creating a model of materials that provides for the assessment of the writing skills of law students in a module system, their solution proved the effectiveness of a scientifically-based idea. During the review of written

speech, its position in the educational system and its relationship with other types of educational activities were determined. Relying on the opinion of specialists, it was first confirmed that it is necessary to formulate in students the ability to understand and speak, and then to formulate reading and writing. It is known that a student also first learns to understand and speak in his native language, and then learns to write.

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