

THE ROLE OF THE CREDIT-MODULE SYSTEM IN THE TARGETED ORGANIZATION OF THE TEACHING PROCESS

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Abstract: In recent years, the ongoing reforms in education around the world, the modernization of existing teaching methods and technologies, improving the efficiency of the pedagogical process, enhancing the quality of teaching staff to create an effective model of education. In this regard, the ongoing renewal, change and reforms in our country are aimed at this goal. In order to increase the effectiveness of education, it is necessary to reform the education system, improve the quality and establish cooperation with developed countries in this regard. One of the effective ways to achieve these goals is to introduce a credit-module system of teaching in higher education, as the transition to this system is a requirement of the time

Keywords: educational standards, independent learning of students, qualifications, elective subjects, learning outcomes, academic skills, credit hours, effectiveness of education, unification the level of knowledge, flexibility of curricula, educational space

O'QUV JARAYONINI MAQSADLI TASHKILLASHTIRISHDA KREDIT-MODUL TIZIMINING O'RNI

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Annotatsiya: Keyingi yillarda butun dunyoda ta'lim sohasida amalga oshirilayotgan islohotlar, mavjud o'qitish uslub va texnologiyalarini modernizatsiya qilish, pedagogik jarayon samaradorligini oshirish, pedagogik kadrlar sifatini oshirish ta'limning samarali modelini yaratishga xizmat qilmoqda. Shu ma'noda mamlakatimizda amalga oshirilayotgan yangilanish, o'zgarish va islohotlar ham ana shu maqsadga qaratilgan. Ta'lim samaradorligini oshirish uchun ta'lim tizimini isloh qilish, sifatni oshirish, bu borada rivojlangan davlatlar bilan hamkorlikni yo'lga qo'yish zarur. Bu maqsadlarga erishishning samarali yo'llaridan biri oliy ta'lim muassasalarida o'qitishning kredit-modul tizimini joriy etishdan iborat bo'lib, bu tizimga o'tish davr talabidir

Kalit so'zlar: ta'lim standartlari, talabalarning mustaqil bilim olishi, malaka, tanlov fanlari, o'quv natijalari, akademik ko'nikmalar, kredit soatlari, ta'lim samaradorligi, bilim darajasini unifikatsiyalashtirish, o'quv rejalarining moslashuvchanligi, ta'lim maydoni

РОЛЬ КРЕДИТНО-МОДУЛЬНОЙ СИСТЕМЫ В ЦЕЛЕНАПРАВЛЕННОЙ ОРГАНИЗАЦИИ УЧЕБНОГО ПРОЦЕССА

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Аннотация: В последние годы во всем мире проводятся реформы в сфере образования, модернизация существующих методов и технологий обучения, повышение эффективности педагогического процесса, повышение качества педагогических кадров для создания эффективной модели образования. В связи с этим проводимые в нашей стране обновления, изменения и реформы направлены именно на эту цель. Для повышения эффективности образования необходимо реформировать систему образования, повысить качество и наладить в этом отношении сотрудничество с развитыми странами. Одним из эффективных путей достижения этих целей является внедрение кредитно-модульной системы обучения в высшей школе, так как переход на эту систему является требованием времени.

Ключевые слова: образовательные стандарты, самостоятельное обучение студентов, квалификация, предметы по выбору, результаты обучения, академические навыки, кредит-часы, эффективность обучения, унификация уровня знаний, гибкость учебных программ, образовательное пространство

Education is the process of training and educating a person to achieve the levels of education (educational standards, skills) set by the state [9].

Today, the credit-module system is emerging as one of the mechanisms for integrating the higher education system of the Republic of Uzbekistan into the international educational environment. One of the unique features of this system is that it not only emphasizes the independent learning of students, but also shapes the lifelong reading and learning skills of future professionals.

In the address of the President of the Republic of Uzbekistan to the Oliy Majlis on January 24, 2020 [1], he proposed to name 2020 the «Year of Science, Enlightenment and Digital Economy» doubling, introduction of credit-module system in the educational process of higher education institutions and granting financial independence to many higher education institutions.

The purpose of the Decree of the President of the Republic of Uzbekistan dated in October 8, 2019 «On approval of the Concept of development of higher education in the Republic of Uzbekistan until 2030» PF-5847 [2]: improving the quality and efficiency of higher education, coordination of education A number of measures have been identified to improve educational attainment levels on the basis of educational standards and to gradually transfer the educational process of higher education institutions to a credit-

module system. And in many higher education institutions it is planned to introduce the ECTS credit-module system.

ECTS is a tool for the transparent implementation of training and courses in the European Higher Education Area. Helps students move freely across the country and have their academic skills recognized at another higher education institution. ECTS allows you to calculate credits taken at one university based on the qualifications you have studied at another. ECTS credits mean learning based on defined learning outcomes and the workload associated with them. ECTS increases the flexibility of curricula for students.

It also supports the planning, delivery and evaluation of higher education programs. It is a key tool in the Bologna process, which aims to be able to compare the national education system internationally.

According to Hodgson, Ann, and Spyors [4], the credit-module system is a unique feature of the U.S. education system, and this modular course system originated a century ago and has been in use for many years. The modular system is also a feature of smaller education systems in countries such as Scotland, Sweden and New Zealand.

Indeed, in 1869, the concept of a “credit hour” was introduced by Charles William Eliot, head of Harvard University and one of the leading scholars in American education. This means that in 1870-1880, a system of education based on credit hours will be created. Now, the study of academic disciplines on the basis of this education system has provided students with the opportunity to create an independent academic process, creating convenience. And the students of this higher education institution have the opportunity to choose the subjects they like and want to study from the subjects in the curriculum.

In a 1982 UNESCO conference report [8], the term module was defined as: a module is a separate set of instructors designed to acquire one or more skills in individual or group training by carefully reviewing and sequentially learning these exercises.

The introduction of the credit system of education requires:

- Changing the organization of the learning process, the principle of control over students’ knowledge;
- Review of the normative and legal framework of the teaching staff and the methodological complex, ensuring the individualization of the educational trajectory of students;
- Improving the mechanism of formation of student groups and the distribution of educational workload of teaching staff, taking into account the selectivity of educational trajectories;
- Amendments to the principle of remuneration and financial incentives for employees of higher education institutions;
- High level of informatization of the educational process;
- Coordination of textbooks and teaching materials for students’ courses, as well as technical standards and the current standards of enrichment of the material and technical base of higher education institutions in accordance with the requirements of the credit-module system of education.

Today the credit-module system is one of the most advanced forms of modern education and is one of the most effective ways to achieve mutual understanding and cooperation in the social, economic and cultural spheres between the advanced countries of the world. It is a set of several disciplines (courses) aimed at developing a certain knowledge and skills of students, improving their analytical and logical thinking skills.

The main tasks of the credit education system are:

- Unification of the knowledge level
- Creating conditions for maximum individualization of education
- Development and improvement of modular teaching technology
- Enhancing the role and effectiveness of students' independent work
- Increasing the share of independent learning in the educational process
- Assessment of students' knowledge on the basis of ratings in accordance with the credit-module system

• Further improvement of the methodological support of science in order to ensure independent work of students

According to the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated December 31, 2020 No 824 «Regulations on the procedure for introducing credit-module system in the educational process in higher education institutions» [7] provides the following information: one academic hour is equal to 25-30 hours of the study load. This means that students will need to master a set amount of workload in order to receive credits in a particular subject. The workload is divided into 40-50% of classroom hours and 50-60% of independent working hours in the bachelor's degree, and 30-40% of classroom hours and 60-70% of independent working hours in the master's degree. The amount of credit per hour and the amount of workload are determined by the university board and posted on the website of the higher education institution.

Usmanov B.Sh., Khabibullaev R.A [10] in their manuals interpret the words credit, credit-hour (credit, credit-hour) as follows: a unified unit of measurement of the volume of educational work. A credit consists of one academic hour held each week for one semester and independent study hours set aside for mastering it.

The syllabus of the syllabus in the «Regulations on the credit system of education at the Tashkent University of Information Technologies named after Muhammad al-Khwarizmi and its branches» [6], adopted at the Tashkent University of Information Technology named after Muhammad al-Khwarizmi, one of the universities operating in the credit-modular system it is emphasized that test units will be given to the students who are evaluated within the established evaluation criteria and positive assessments given in the relevant appendix, and test units will not be given if the student fails to achieve the specified learning outcomes.

The regulation states that “Assessment methods consist of oral, written, practical work, projects, portfolios and controls, which reflect and correspond to the results achieved by the student within the subject or module. The assessment criteria should reflect the learning outcomes. ”

V. Urinov, M. Sultanov, and A. Umarov's "ECTS Credit-Module System in Higher Education Institutions of the Republic of Uzbekistan: Basic Concepts and Programs" provides the following ideas: It can be translated into Uzbek as «average value of marks».

It may be unfair for a student's grade in a particular subject to be used as a benchmark for a general purpose. Because a student may have achieved a high result in one subject and a low result in another subject. Hence, it is very important to determine the average value of the grades a student receives during the study period. GPA is a mechanism that calculates the average value of students' grades in the subjects taught to them during the study period.

The planning of the educational process is one of the main mechanisms for managing the educational activities of higher education institutions and it consists of the following stages:

- During the academic year, a calendar is created, reflecting the main types of educational activities and the timing of their implementation;
- In addition to the subjects in the standard curriculum, a catalog of elective subjects will be formed;
- Individual curricula of students are formed under the supervision of the registration department and the dean with the help of advisors in accordance with the elective subjects and the standard curriculum;
- Working curricula will be developed;
- A syllabus is developed
- In accordance with the working curricula of specialties, the workload of the departments is developed and the staffing table and the distribution of credits are approved.

• Schedule of training sessions by academic flow and groups. [3]

Getting a bachelor's degree in the United States involves four years of study. During this time, the student will have to master about 40 subjects, each of which is allocated 3 credits. First- and second-year students acquire fundamental knowledge (approximately 60-68 credits), while third- and fourth-year students study specialized subjects intensively.

The second stage of higher education is a master's degree program for an average of two years. The highest and third stage of training highly qualified specialists is a doctorate aimed at training a narrow range of personnel and independent research. This means that students will have to accumulate a certain number of "credit hours" called credit units in order to earn a certain level. In the U.S. system, credit hours are a measure based on study time.

This means that 1 credit hour in the bachelor's degree is equal to 1 academic hour per week of the student's semester work, and 2 hours (100 minutes) of student independent work are added to each academic hour of lectures and practical classes. Thus, for one semester (15 weeks) it takes 45 hours to master this or that subject with 1 credit weight per week (1 + 2) hours.

In the higher education system, it serves as a basis for compiling credit-hour work schedules, calculating the average score-GPA, determining the workload of departments, teachers and students, paying for tuition and fees,



and regulates the activities of universities. The system under consideration increases student mobility because academic credits taken at one university are accounted for at another university and students can transfer from one university to another without losing credits.

The first European countries to start the process of ensuring the quality of the higher education system were the United Kingdom, France and the Netherlands [5]. They began a formal quality assessment in 1985. Denmark soon joined the ranks of these countries. The UK polytechnic sector has had a quality assurance system since the late 1960s. Recent research by quality assurance agencies shows that many agencies are created by the state through a direct or indirect initiative.

Sweden also has a credit system of education, according to which 1 Swedish credit equals to 1 week of university study. This system was introduced to facilitate the preparation of curricula and the calculation of student hours. The academic year at Swedish universities lasts 40 weeks and consists of fall and spring semesters. Thus, a student (including lectures, independent work, etc.) has to earn 40 credits. To earn a bachelor's degree, a student must accumulate 120 credits over a 3-year study period. The duration of study for a master's degree is 1-1.5 years, and the student will need to obtain 60 credits. The duration of doctoral studies is 2-4 years. Education in Swedish universities is organized in the form of lectures, seminars and discussions (with or without the help of teachers). At the end of each course, an exam (in the form of a seminar, homework and classroom lessons) is scheduled.

Based on the above, it can be said that the measures taken in the higher education system of Uzbekistan are aimed at improving the quality of the educational process, filling it with innovative content, introducing an effective system of assessing students' knowledge, developing skills to independently acquire and use new knowledge. the importance of the module system is great. At the same time, we believe that the implementation of the following proposals in line with the measures to improve the system of higher education will serve to make the reforms in this area more effective.

First of all, in order to solve the problems in the field, taking into account the best foreign experience, it is expedient to develop a concept aimed at improving the credit-module system in the higher education system in our country. The concept provides an opportunity to directly analyze the system of training, to study the achievements and shortcomings, as well as to identify goals and plans for the future.

Now the question arises: what opportunities will be opened if the credit-module system is introduced in the higher education system of Uzbekistan?

First of all, the effectiveness of education will be significantly increased, the skills of specialists in the field will be improved, and the necessary conditions will be created to strengthen the position of Uzbekistan in the field of international education. Our diplomas will begin to be recognized internationally and will enable us to be part of a common European educational space in the future.

Many of the participants of the Bologna Process, including the United

Kingdom, Sweden, France, Denmark, Russia, Ukraine, Belarus and Kazakhstan are achieving high results in their education system by improving the quality and effectiveness of education through the organization of the educational process on the basis of credit-module system today.

In conclusion, it can be said that any system needs to introduce innovations for development. Therefore, the ECTS (European Credit Transfer and Collection System) credit-module system, which is applied to the current higher education system, will also be effective. After all, the main purpose of this system is to prevent the training of incompetent staff in higher education institutions that do not meet modern requirements.

To do this, professors need to increase their responsibility in the educational process, by working on themselves regularly, guide their students and attract talented students to innovative and creative ideas created by them. The mentor encourages each prospective professional to develop their universal competencies while being interested in their future. At the same time, students' love and confidence in their chosen profession, knowledge and skills will serve as a basis for achieving their goals.

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