

## **Credit module system and its importance in the higher education system Tashkent State in the name of Nizomi Pedagogical University Department of Pedagogy**

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### **Abstract**

In this article, the credit module system in the higher education institution, its introduction into practice, its results, the compatibility of the volume of compulsory and optional subjects for students in the system, the subjects that the student can choose to study according to his own direction. number theoretical foundations are analyzed.

**Key words:** profession, education, science, creative thinker, professional orientation, pedagogical activity, quality, knowledge, skill, competence, competence, systematic development.

### **Аннотация**

В данной статье рассмотрен процесс подготовки будущих учителей, содержание требований к профессиональной подготовке специалистов, необходимость активных форм обучения студентов различным направлениям профессиональной деятельности, создание необходимых условий для подготовки будущих учителей. анализируются теоретические основы.

**Ключевые слова:** профессия, образование, наука, творчески мыслящий, профессиональная ориентация, педагогическая деятельность, качество, знание, умение, компетентность, систематическое развитие.

### **INTRODUCTION.**

According to the "Concept of the Development of the Higher Education System of the Republic of Uzbekistan until 2030", approved by the Decree of the President of the Republic of Uzbekistan on October 8, 2019, 85 percent of higher education institutions in the country will gradually transition to the credit-module system by 2030. is planned. For this purpose, by the decision of the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan on June 30, 2020, it was determined that 35 HEIs in our country will be transferred to the credit-module system starting from the 2020/2021 academic year. As a result of the implementation of this decision, the ECTS credit module system is being introduced into the educational process of Tashkent State Pedagogical University.

The credit-module teaching system is the process of mastering the curriculum that regularly evaluates the knowledge, skills and competencies of learners by monitoring the learning results of the module and the final control, based on the composition of each educational module is an organization system. In this system, the amount of compulsory and optional subjects for students is mutually compatible, that is, the number of subjects that a student can choose and study according to his direction will be large.

### **ANALYSIS OF THE LITERATURE ON THE SUBJECT**

Academic credit is a symbolic unit of measurement regularly accumulated by a student in order to obtain this level of education at a certain stage of higher education. This unit means that the student has completed a certain amount of study load and has successfully mastered certain learning outcomes.

An academic module is a set of systematic, consistent reading and learning activities that have their own evaluation criteria and are aimed at achieving specific learning outcomes. It usually lasts a semester, but in some cases it can be several hours. In the ECTS system, each module represents a certain number of credits.

This teaching system consists of lectures, practicals, seminars, laboratory exercises, educational and professional practice course project (work), as well as weekly hours of students' independent training and students' reflects the performance evaluation criteria.

Regarding the system of credit units, it is a systematic way of describing educational programs by attaching credit programs to its components, i.e. modules, blocks of modules, courses, etc.

The amount of one-year credits in the ECTS credit-module system is 60. Considering that one academic year consists of 2 semesters, a student must accumulate 30 credits each semester during his studies. Given that the bachelor's program is 4 years, a student will need to earn a total of 240 credits to earn this degree, and 120 credits to complete the master's program. Credits can be collected after all mandatory activities have been completed and graded by students.

When moving to the credit-module system, it is appropriate to focus our attention on a number of problematic aspects and to emphasize the advantages of this system.

It is known that the total load of the student consists of the audience and independent educational loads. In the current educational system, a lot of attention is paid to audience assignments, but independent types of work have not yet become popular. In the credit system, first of all, serious attention is paid to the independent work of the student.

### **THEORY AND PRACTICE.**

Credit is not the grade, but the amount of work. For example, if a student has mastered a 5-credit subject, he is considered to have completed 5 credits of work, that is, he has participated in lectures, practical and laboratory sessions of this subject, and completed independent work assignments. So, a student who has mastered this subject will get 5 credits, regardless of what grade he has mastered it.

When revealing the essence of the credit-module system, it will not be enough to explain it only through the terms "credit" and "module". These terms are used only to name it concisely. We want to reveal the essence of the credit module system in a different way. That is, we will dwell on the principles underlying the creation of the book, the aspects of the credit-module system that differ from the current educational system.

As mentioned earlier, the main principles and elements of the credit-module system are partially implemented in the higher education system of Uzbekistan. Therefore, here we will reflect on the following 10 problematic aspects and advantages of the credit-module system, which are new only to us and do not exist in the current educational system, and will make our proposals that can be implemented where necessary ours

1) Efficiency of higher education. In the current education system, students begin to study specialized subjects, separated by directions and branches within them, starting from the 1st year. That is, we deprive the student of the choice at the time of application and attach it to the specialty. In the credit-module system, first of all, the student is given the opportunity to choose. Elective subjects increase from semester to semester. Advanced foreign experience shows that by dividing the bachelor's degree into two stages, basic subjects can be taught in the 1st-2nd courses, and specialized subjects can be taught in the 3rd-4th courses based on the selection of the 70-credit module system and the organization of the educational process. So, now 2 years will be enough to meet the need for personnel instead of 4 years. This doubles the productivity and efficiency of higher education.

2) "Student-teacher" ratio. Currently, in the higher education system of Uzbekistan, there are situations such as planning of special subjects starting from lower courses, separate teaching of repetitive subjects in different specialties, increasing the volume of classroom hours. Such processes cause a sharp increase in educational loads. However, we know that the workload for one teacher in a higher educational institution is determined by dividing the total educational workload of the higher educational institution by the number of teachers calculated on the basis of the number of students. That is, the status of teachers is not determined based on the teaching load, but rather on the basis of the student-teacher ratio. After determining the total number of teachers at the higher educational institution, the staff of the departments is formed on this basis, and the department is based on the volume of educational loads.

In the credit-module system, the student-teacher ratio is expected to be 16:1 and even higher. This can be achieved by reducing classroom workloads, increasing the volume of independent student work, unifying curricula, and organizing lessons in a large auditorium.

3) Types of independent work of the student. We have to admit that we mostly struggle with the problem of "how to teach a student?". And in the credit-module system, "how should a student study?" the problem is put transversely. We will explain it in detail. In the current educational system, more attention is mainly paid to lectures in the auditorium, and the independent work of the student is not given serious attention, because this type of activity has not been studied in depth.

In the credit-module system, the "Independent Work of the Student Under the Leadership of the Teacher" and the "Independent Education" (MT) independent of the teacher, which are part of the subject module, are of great importance. Examples of ORTMI include cases, assignments, interviews, crosswords, quizzes, essays, digests, presentations, calculations, calculations, course projects, coursework, scientific research, participation in science clubs, etc. It is expedient to introduce separate training loads to guide such types of activities. Examples of MT include podcasts, educational tests, virtual simulators, FAQs, and forums. We can form a list of types of MEDIA and MT, glossaries, and methodological guides for their application to the extent necessary, but the most important issue is to develop specific types of MEDIA and MT for each discipline exit. In particular, the formation of these types of independent work on distance education platforms is one of the most urgent problems of today. These processes can be accelerated by popularizing the experiences of advanced pedagogues.

4) Compatibility of educational plans. Currently, in the higher education system of Uzbekistan, it is possible to observe that the curricula of the same direction differ from each other in similar higher education institutions. With the introduction of the credit-module system, the curricula will be fully compatible with the curricula of the countries participating in the Bologna process, and conditions will be created for the mutual recognition of diplomas. For this, first of all, we need to analyze the compatibility of our curricula with foreign curricula.

5) Educational results. In the credit-module system, the educational content is planned based on "educational results". To be more precise, the subjects taught to students and their content are formed based on how necessary they are for the type of professional activity in the future. Frankly, nowadays we cannot boast about

this, because various subjects have entered the curricula for objective and subjective reasons. This problem can be solved in two different ways. First of all, it is necessary to form a table of competencies for undergraduate and graduate education programs, and to compile professional programs. It is very clear, but it is a large amount of work. Secondly, foreign analysis of curricula is necessary. In this case, if the contents of the curricula and syllabuses of the leading foreign higher educational institutions are aimed at, less mistakes will be made, and this work can be solved at the level of the capabilities of the responsible teachers of the specialized departments. After formulating the curriculum, it is necessary to make a "catalogue of elective subjects" and present them to the students' selection. In this way, it is possible to find out to what extent the subjects in the curriculum correspond to the interests of students and the requirements of personnel consumers

6) Registrar's Office. In the current education system, many departments, such as dean's offices, educational department, personnel department, and admission department, deal with the 72credit module system and the organization of the educational process. There is no centralized department dealing with the student contingent. In the credit-module system, the centralized unit - the Registrar's Office deals with the contingent of students. His task is to draw up an academic calendar and control its timely execution, organize the work of the admissions committee, organize enrollment in subjects (Enrollment), form academic groups, organize and control the assessment of knowledge at the entrance, organize final control and intermediate attestations. conducting and conducting, organizing and supervising the conduct of the final state attestation, storing personal documents of students until the archive, forming and regularly updating the "Registrar" database, maintaining the transcript and including students' grades in it, organizing solemn ceremonies and o It will consist of tasks such as conducting (registration and ceremonial presentation of graduates' diplomas), keeping statistics on the student contingent.

This structure is a student-oriented unit in the credit-module system, which can be temporarily organized by attracting employees from the dean's office and departments until the full transition to the credit-module system.

7) Modular teaching. Another aspect of the credit-module system that differs from the current education system is that subjects are organized and taught on a modular basis. That is, each module (science and its department) has access control, theoretical materials, materials for practical and laboratory work, independent work assignments, cases, control materials, tests, handouts, glossary, literature, exit controls, etc. consists of parts.

8) Personal trajectory of the student. In the credit-module system, the practice of teaching students to be independent in life is used. That is, the student is given the opportunity to create his own personal trajectory and study in a different academic group every semester. Also, serious attention is paid to the education of students by stratification, in which it is possible to increase the effectiveness of education and create a foundation for their academic achievements by teaching advanced students separately.

9) Summer semester and external exams. Students who study poorly will not be allowed to retake subjects. A student who fails the first retake of a subject is allowed to retake the subject in the summer semester. Advanced students may be given the opportunity to receive credits in advance by taking an external exam at the beginning of the semester.

10) Transparency of the assessment system. In the current educational system, it is still possible to observe the practice of "teaching by the teacher himself - evaluating by himself". In the credit-module system, the teacher is mainly engaged in teaching. The evaluation is carried out by the commission. That is, pedagogues are divided into "lecturers" and "tutors". Lecturer - provides theoretical knowledge, tutor - forms practical skills of students on the basis of theoretical knowledge, in simple words, prepares students for the exam. The commission accepts the exam.

## CONCLUSION

To sum up, striving for innovation, radically reforming the higher education system, continuing the actions started to evaluate student knowledge, and constantly improving it, is the right decision in all respects. In the conditions of the development of social development, it is required to make serious changes to the relevant curricula. The credit-module system is distinguished by the fact that it is aimed at developing students' independent work skills, unlike traditional education. Students are encouraged to work in libraries, with scientific literature related to their field, with Internet information. They will also have the opportunity to work independently with a number of literature on the topic.

One or more specific questions are not enough to assess students' knowledge. Perhaps it will be possible to assess the knowledge of students on all issues provided for in the working program. To raise the sense of pride in national spiritual values in young people, to raise high patriotism in them, to increase the possibility of a number of spiritual and educational centers in raising awareness and courage, to coordinate the balance between them, to systematize their activities It is necessary to pay special attention to the installation work.

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