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Effectiveness Of Implementing The Credit-Module System In Higher Education

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ABSTRACT

The article describes the credit-modular education system of students, a system aimed at independent learning and creative mastery of knowledge on the basis of individuality, a system that strictly defines the educational process, choosing an educational path and determining the amount of knowledge in the form of credits, and the urgent importance of using the best experience accumulated in our country and the achievements of foreign countries in organizing education through the credit system for rational examinations. Each of these processes is considered an educational and activity that requires the expenditure and activity of students in accordance with certain labor requirements. It is said that it is important to fairly assess the number of credits based on these factors.

Keywords:

credit module, educational system, technology, individualization, self-personalization.

Introduction. As is known, the credit-modular educational system is a special model of organizing the educational process, which is based on the integration of modular educational technologies and credit units. In this system, the educational process involves the gradual (discrete) mastering of educational material by students based on a pre-developed modular program in the form of logically completed parts containing the content of each module.

“The credit system creates an opportunity to take into account not only the educational institution, but also all the achievements of the student. The student selects the required number of subjects to study and master, undertakes to master them within a certain time, and is aware of the objective data of this module control” [1].

Literature review. At this point, it is worth paying attention to the word “module”. In the dissertation of Ziyodulla Mardonov, Doctor of Philosophy in Pedagogical Sciences, module is a Latin word, and “modules” means “measure”,

“style”. The term “module” came to pedagogy from computer science, it means a construction used in various information systems and indicates their flexibility.

“The credit-module system is a process of organizing education, which is a set of modular technologies of teaching and an assessment model based on a credit scale” [2].

“The credit-module system is a system that is aimed at independent learning and creatively mastering knowledge on the basis of individuality, choosing an educational path with a strictly defined educational process, and determining the volume of knowledge in the form of credits.”

Research Methodology. In the traditional form of education, the teacher usually participates as a transmitter of ready-made knowledge and skills, while students play the role of passive recipients in this process. This system is based on the principle of lifelong learning.

In the educational process organized on the basis of modules, about 70 percent of the total

learning time is allocated to the student's independent activity under the supervision of the teacher. However, since this activity is not properly controlled or effectively organized in many educational institutions (especially in higher education), incorrect, weak approaches to self-management and development may form among students.

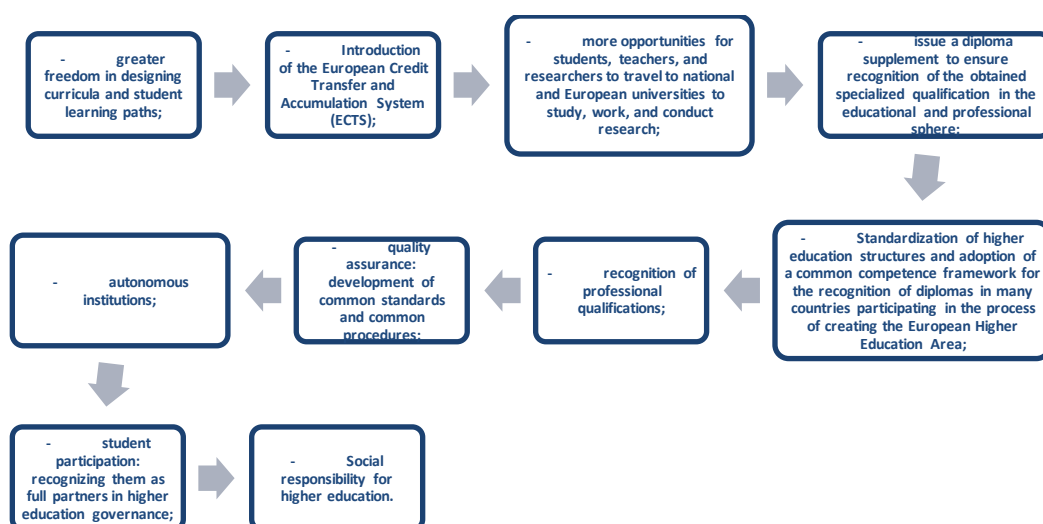
Analysis and results. In organizing education through the credit system, the best practices accumulated in our country and the rational use of the achievements of foreign countries are of great importance. In accordance with the requirements of the Bologna process, it is natural for students to be allocated credits for practical training, writing term papers, and preparing for exams. Each of these processes is considered an educational and scientific-creative activity that requires a certain amount of labor and activity from the student. It is important to fairly assess the amount of credits based on these factors.

It is also advisable to provide students with appropriate credits for independent activities such as preparing summaries, writing term papers, and working with scientific literature. Because such tasks require a high level of mental activity and independence. It is noteworthy that credits are awarded only based on the results of final control - exams or tests - in the subjects provided for in the curriculum. In the educational process organized on the basis of modules, about 70 percent of the total study time is allocated to the student's independent activity under the supervision of a teacher.

However, since this activity is not properly controlled or effectively organized in many educational institutions (especially in higher education), incorrect, weak approaches to self-management and development may form among students.

If we pay attention to the explanation of the "Bologna Declaration", it is necessary to clarify its content. The word "Bologna Declaration" is defined in the Wikipedia online open encyclopedia as follows: "The Bologna Declaration (in full, the Joint Declaration of the European Ministers of Education, convened in Bologna on June 19, 1999) is the main guiding document of the Bologna Process" [3].

Azamat Akbarov, a professor at the Pusan University of Foreign Studies in South Korea, has the following opinion about the "Bologna Declaration". In the educational process organized on the basis of modules, about 70 percent of the total study time is allocated to the student's independent activity under the supervision of a teacher. However, in many educational institutions (especially higher education), this activity is not properly monitored or effectively implemented, which can lead to the formation of incorrect, weak approaches to self-management and development among students. He notes that the Bologna Process seeks to create interconnections and bridges to facilitate the transition and functioning of individuals from one educational system to another. Researcher Azamat Akbarov highlights the potential of the Bologna Process as follows:



In the educational process organized on the basis of modules, about 70% of the total study time is allocated to the student's independent activity under the supervision of the teacher. However, since in many educational institutions (in particular, in higher education) this activity is not properly controlled or not effectively organized, incorrect, weak approaches to self-management and development may form among students. The weight coefficients established for each type of activity are taken into account, which makes it possible to determine their share in the overall assessment. The final grade for the subject is determined by calculating the results of all types of control in the module based on weighted coefficients. This

form of assessment can be carried out without separate exams at the end of the semester in some subjects.

If the subject curriculum includes a final exam, then the assessment consists of two main stages: Current module control based on the results of the stage and final control - that is, the exam, laboratory seminars are the main stages in forming the student's overall ratingscore. The final grade is determined in these two cases. Current module control consists of modules and is carried out by the teacher conducting substantive, practical exercises, work or the teacher. Such (current) module control includes the following:



Russian educators L.P.Goloshekina, V.S.Zbarovsky emphasize that "Module" is used as a substantive concept in various fields. Including in pedagogical theory, it is used as a determinant of "modular methodology" in the education system in managing the quality of education.

Psychologist K.Y.Vazina gives a philosophical interpretation of the module. He also interprets it as a systematic means of perceiving the world. According to the scientist, "module is a quantity or method of self-development". He also notes the idea that "the world is an infinitely interacting system, which means that human self-development is also infinite."

Uzbek pedagogue Z.Mardanov complements the scientist's opinion with such views as: "In pedagogical science, a module is an important part of the entire system, and without its knowledge, a didactic system cannot function. Modular teaching is created on the basis of the rules of modularity, and the project provides each learner with didactic material. The materials within the module are complete and

represent the integration of various types and forms of education".

Conclusion/Recommendations. The process of globalization in society is also reflected in the development of science. The fact that this credit module is integrated into the higher education process from the perspective of the development of the field of education and the implementation of students is a key factor in increasing the quality of this system. There are great opportunities for the implementation of individualized education in higher education institutions, which will help to effectively organize independent education of students.

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