



## Brief evolutionary development of the credit-module system and some issues of the gradual transition of the military education process in Uzbekistan to the credit-module system

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### ABSTRACT

This article provides information on the brief evolutionary development of the credit-module system and some issues of improving the quality of military education with the gradual transition of the military education process to the credit-module system in the universities of the Republic of Uzbekistan. The content of the article is methodologically successful on the structure of the educational program, planning and monitoring of military education, as well as the stages of planning the process of military education. The article is intended for the leadership of the Faculty of Military Education and faculty of higher education institutions, as well as for employees whose activities are related to military education.

### Keywords:

Educational Program, Planning And Monitoring, Military Education, Credit-Module System

**Basic phrases:** decree, credit-module system, evolutionary development, credit system, curricula, credit accumulation scale, Bologna Declaration, European Higher Education Area, declaration, concept.

Credit was first introduced in U.S universities in the 18th and 19th centuries to liberalize the learning process and determine a student's weekly academic workload. In 1869, Charles William, president of Harvard University and a prominent figure in American education, introduced the concept of the elite "credit hour". Thus, in 1870-1880, a system of credit hours was introduced. Studying with the credit system and mastering the curriculum allowed students to independently plan the educational process, control its quality, improve educational technologies. The introduction of the credit accumulation scale not only gives the

student greater freedom, also provided an opportunity to independently plan the academic process so that in the future he could become a competitive specialist in his chosen field. At the same time, it has also led to improvements in the assessment system and educational technologies.

Bologna Declaration of June 19, 1999. The Joint Declaration of the European Ministers of Higher Education The European process is becoming more precise and relevant to the lives of the Union and its citizens, thanks to the tremendous achievements made in the last few years. The growth of prospects, along with the deepening of ties with other European countries, will provide a wider scope of this reality. At the same time, we are witnessing a growing public opinion that much of the political, scientific world and the creation of a

more perfect and promising Europe, in particular, is supported and needed by its intellectual, cultural, social and scientific-technical dimensions.

**Bologna Declaration:** Today, we hear various opinions from those involved in the education system about the Bologna system and its importance. So what kind of system is this? What are its advantages and disadvantages? To create this system, to ensure the integration of all higher education institutions in Europe since the 1970s, to create a single standard of higher education, to establish student and teacher mobility, to recognize a number of problems related to the recognition of diplomas, unification of scores on student knowledge, skills and abilities focused efforts will be launched. As a result of these efforts, the Bologna Declaration was signed in 1999 in Bologna, Italy by representatives of 29 countries.

To date, 48 countries are participating in the Bologna process. Among the CIS countries are Russia, Ukraine, Azerbaijan, Moldova, Armenia, Georgia, Kazakhstan and the Republic of Belarus. Training of highly qualified personnel under the Bologna system is carried out in two stages. Usually a bachelor's degree of at least three years and a 1-2 year master's degree. Many experts believe that the competition with the United States for the adoption of the Bologna Declaration, the ability of European higher education institutions to compete with the United States in the labor market, and the tendency of many "intellectuals" to leave the old continent and emigrate to the United States. admits that it was the cause.

Approving of PF-5847 by the President of the Republic of Uzbekistan dated October 8, 2019, the concept of development of the higher education system of the Republic of Uzbekistan until 2030, the gradual transition of the educational process in higher education institutions to the credit-module system and based on the target parameters and main directions for the relevant period, it is planned

to implement it step by step through the "Road Map", which is approved separately each year.<sup>1</sup>

The decree sets the task of military educational institutions, professors and teachers of higher education institutions to gradually transfer the educational process to the credit-module system, to provide qualified personnel for the continuing education system and to train national officers in the Armed Forces.

Raising the quality of the educational process to the level of international standards, the widespread introduction of new principles of education, advanced pedagogical and modern information technologies, educating young people on the ideology of national revival and universal values, love for the motherland, devotion to the idea of independence education, constant work with students, selection of talented teenagers, creation of conditions for further education in modern foreign training centers, training and formation of human resources potential of higher education institutions, training of officers competing with highly qualified foreign specialists, logistics of new educational literature strengthening the base with modern equipment and computer technology, increasing the prestige of the pedagogical profession, is one of the most pressing tasks of today.

Now it is more important than ever to develop and implement reasonable mechanisms for the integration of education with science and industry, to accelerate the teaching of students using a modular system of individualization of reading, independent learning.

At present, the transition to a credit-module system of gradual education is underway in the universities of the country. In particular, it is planned to increase the number of universities with a credit-module system from 2 to 85 by 2030. To date, this system of teaching has been implemented at Tashkent State Law University and Tashkent University of Information Technology. The effectiveness of the education system is directly ensured by the level of teachers, student needs, the content of

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<sup>1</sup> Decree of the President of the Republic of Uzbekistan dated October 8, 2019 No PF-5847

textbooks and the infrastructure aimed at the formation of independent learning. Thus, the training of advanced personnel, increasing their competitiveness in accordance with the requirements of the labor market, the development of creative thinking professionals are closely linked with the educational process in educational institutions.<sup>2</sup>

The credit-module system serves two main functions, with an emphasis on independent learning<sup>3</sup>:

The first is to ensure the mobility of students and teachers, that is, the free transfer (transfer of study or work) from one higher education institution to another without hindrance;

Second, the academic load credit for all academic and research activities in the student's chosen field of study or specialty is clearly calculated. The sum of the credits shows how much the student has mastered in the chosen program.

In the gradual transition of the military education process in the military education faculties of higher education institutions to the credit-module system, it is important not to deviate from the principles of modular training technology and didactic principles of military education and strict adherence to the curriculum structure.<sup>4</sup>

1. The structure of the educational program consists of educational elements consisting of one or more modules and approved by the University. The curriculum can consist of classroom lessons, research projects, internships, and other educational elements. Structures may include social and community activities that are relevant to learning outcomes and are expressed in test units.

2. When developing the structure of the educational program, it is made taking into account the educational results (at least 6 indicators) corresponding to each element of

education and the compliance of 60 test units per academic year. The amount of test units in the program is indicated based on the labor costs expended.

3. Requirements for students to successfully master the educational program and acquire the required qualifications are clearly defined. The rules of mastering can be expressed in the number of test units set for different stages of training in the selected training program or in the range of test units.

4. The University provides advice and explanations to help students successfully complete the curriculum. The counseling will explain the opportunities for recognizing the achievements and experiences gained as a result of the training.

5. It is stipulated that the university must publish the catalog of all disciplines and detailed information on the conditions of teaching, as well as up-to-date information on the university's website in Uzbek, Karakalpak, Russian and English.

6. Teachers responsible for the implementation of the elements of education should ensure a balance between the results specified in the curriculum and the process of teaching and assessment<sup>5</sup>. [Chapter III, 36]

Planning, monitoring and quality assurance of military education are carried out in the following order:

1. Taking into account the peculiarities of military education. Military education as a type of education will be further developed methodologically and technologically.<sup>6</sup>

2. The learning process includes a set of learning and control activities. The training process includes all types of classroom activities, internships and independent work. Control measures involve the acquisition of knowledge by students in the relevant subjects in the curriculum and the assessment of their results.

<sup>2</sup> [www.Google.daryo.uz/kredit-modul](http://www.Google.daryo.uz/kredit-modul) system

<sup>3</sup> Bologna Declaration - June 19, 1999.

<sup>4</sup> Sotvoldiev A.Y. Some questions of mutual integration of principles of modular technologies of training and didactic principles of military education. Russian impact factor: 1.72 NAUCHNO-METODICHESKIY JOURNAL. Problems of modern science and education 2020. № 4 (149). Frequency 2

<sup>5</sup> Chapter 3, Chapter 3b

<sup>6</sup> 1. Sotvoldiev A. Some issues of adaptation of the case stage in military education. TDPU "Journal of Pedagogy" 2/2017-V. 67-71.

3. The learning process is planned on the basis of a student-centered approach in the form of open communication between students, teachers and administration. In this process, the needs and desires of the students are discussed. All stakeholders can be involved in a constructive discussion of the creation and implementation of the curriculum. In such debates, student representatives may participate by voting.

*Stages of planning the process of military education:*

- Development of a standard curriculum and a catalog of disciplines, as well as the formation of an additional catalog of elective disciplines;
- Development of working curricula;
- Development of a working program (syllabus) of sciences;
- Creating a calendar of the educational process;
- Formation of the staff list (on the basis of test units) of the teaching staff with the volume of workload of structural units (cycles) and the corresponding distribution of pedagogical workload in accordance with the working curricula;
- Schedule training sessions on academic streams and groups.

Monitoring of the military education process is carried out in order to achieve the established results of training, to assess the nominal volume of work and their validity and adequacy. Monitoring can be done through surveys, focus groups, interviews or analysis of the results achieved, and other methods. Ensuring the effectiveness of the quality of education includes the process of ensuring compliance with the descriptions and requirements of the competent authorities of the educational program and specialties of the educational program carried out by the university<sup>7</sup>. [Chapter V; 5].

In the faculties of military education of higher education institutions military It is expedient to define the following tasks as the main tasks in the introduction of the credit system of education:

- Improving the quality of education through the introduction of international educational standards, the development of quality curricula and teaching materials, using the best practices and recommendations of developed countries in the field of information and communication technologies;

- Creating a competitive environment that helps to increase the capacity of teachers through the development of modern educational technologies and effective forms of organization of the educational process;

- to enable students to independently formulate educational programs and ensure transparency in the assessment of knowledge<sup>8</sup>.

Foreign experience in the organization of the educational process shows that the methods and forms of teaching used in higher education institutions are aimed at creating an environment in which the student is motivated to learn.

It should be noted that the specifics of military education do not deny the idea of transition to a credit-module system, but rather create a well-thought-out basis and strengthen the motivation of students, ensuring the planned learning outcomes.

From now on, the creation of all necessary conditions for teaching in the credit-module system in accordance with the didactic principles of military education, that is, armed with modern approaches aimed at creating an environment in which the student wants to learn, will lay the groundwork for improving the quality of education.

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<sup>7</sup> Chapter V, Chapter 5b

<sup>8</sup> Regulations on the credit system of education at the Tashkent University of Information Technologies named

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