



IMPLEMENTATION OF THE CREDIT AND MODULAR SYSTEM IN DIFFERENT CONTEXTS

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Methods of teaching a foreign language have undergone serious changes, as there has come a turning point in the study of the interaction of language and culture: the attention of linguists has shifted from the internal structure of the language to its functioning. The National Program for training the staff mentions the importance of learning a foreign language for people of various professions. In order to identify priority areas of systemic reform of higher education in the Republic of Uzbekistan, raising the process of training independently thinking highly qualified personnel with modern knowledge and high spiritual and moral qualities to a new level, modernization of higher education, development of social sphere and sectors of the economy based on advanced educational technologies, the decree of President Sh. M. Mirziyoyev “On approval of the Concept of Higher Educational System Development” dated October 8, 2019 No. PD-5847 was adopted. Initially, according to the Concept of development of higher education credit-module system should be introduced in 16% of higher educational institutions in 2023, in 57% - in 2025 and 85% — in 2030.[1] In Uzbekistan in recent years, the educational system is gradually moving to a credit-module system of education and there are already positive results. Examples are branches of foreign universities in the country and domestic universities, carrying out the educational process with the introduction of international standards. This experience is gradually being introduced in several national higher education institutions. For example, in accordance with the Decree of the President of the Republic of Uzbekistan No.PD- 5349 from 19.022018 “On measures to further improve the sphere of information technologies and communications” at the Tashkent University of Information Technologies named after Mukhammad al-Kharazmiy (TUIT).[2] It implementing the transition to the credit system of education from the 2018-2019 academic year.

The credit system in foreign and in Uzbekistan is based on the design of an individual strategy for each student to achieve professionalism in the process of continuing education. However, a number of contradictions have been identified in the implementation of credit training practices:



- In the context of the globalization of education and the preservation of non-traditional forms, methods and manuals, the educational process is a priority in the context of globalization, "open learning" , between the need to update the model of introduction of a system, credit preparation, the implementation of credit programs of pedagogical universities

- The role of pedagogical universities in the implementation of the credit system in the education system of Uzbekistan on the basis of the Bologna process the need to develop alternative models of education based on the content of its specific features. Taking into account the above objective contradictions, the following goals are envisaged in the organization of the credit system of pedagogical higher education.[3]

1. To consider the theoretical and methodological conditions for the development of the pedagogical education system in the context of the Bologna process;
2. To study the phenomenology of the concept of "academic credit";
3. Defining the conceptual basis of the model of credit-based teaching in pedagogical universities;
4. Organization of the content of education in pedagogical universities in the form of a credit-based modular system;
5. Development of a technological model of credit education and the introduction of its implementation in pedagogical universities. It is necessary to rely on the following theoretical and methodological bases.[4]

The ECTS system also offers a number of benefits to universities. In particular, it ensures the similarity and uniqueness of curricula, which clearly reflect the information about the educational process in a particular field of study and specialization. It also allows for the pre-negotiation of the content of the programs at the higher education institution where the student is admitted and sent in order to achieve recognition of the degree. The student retains responsibility and independence in resolving all issues related to education. In the European education system, courses and the entire educational process are calculated on credit, and in Uzbekistan and other CIS countries on academic hours. Under the ECTS system, the credit structure of each higher education institution, the number of credits for each module, as well as the total amount of credits that must be collected by the student to complete each course and the study period in general independently defines. Unlike the current curriculum, in the credit system, in addition to the compulsory subjects, elective subjects are also included in the student's individual schedule. Students will not be expelled or dropped from course to course. if the student cannot collect the credits from which subject (course), the student will only retake the



examination in that subject. Higher education diplomas are awarded upon completion of the required credits.[5]

As you know, we have limited access to information sources and various international databases. As a result, in higher education, professors focus on finding information, assimilating it, and disseminating it to students after initial processing. That is, teachers were merely the subject of receiving and transmitting information. In this case, the student acts as a receiver of information as an object of the educational process, spending most of his time listening to lectures in the classroom. Today, with the acceleration of access to information, the expansion of access to international scientific and technical databases, the acceleration of globalization, the issue of developing students' independent learning has been on the agenda.

Curricula of specialties and specialties are supplemented by disciplines that are not related to the requirements of the labor market, mainly in terms of the principle of employment of professors and teachers, the allocation of classroom hours, as well as were formed on the basis of the division of disciplines by mutual consent of the heads of departments. The student was not only allowed to choose subjects and professors, but also to give up boring classes and study in the library. Student truancy was considered a serious loss, with warnings of more than 30 hours per semester and expulsions of more than 74 hours per semester. The student had to sit in the classroom, whether he liked the subject and the teacher, whether the knowledge he was given was left behind. As noted above, in recent years, our country has taken the first steps to abandon the negative aspects of the traditional education system and to organize work within the requirements of international standards. Currently, 33 higher education institutions of the country are actively working on the transition to a credit-module system. All forces are being mobilized to create this system. An example of this is the fact that the El-Yurt Umidi Foundation regularly organizes seminars for citizens who are engaged in research and teaching activities in foreign universities, who are familiar with the credit-module system. In addition, one of the members of the International Council of Experts under the El-Yurt Umidi Foundation has been appointed as an expert advisor to 10 self-financing universities. In order to fully implement these processes, the relevant departments of the higher education institution are being established. The introduction of this credit module system in higher education will improve the quality of education, ensure transparency, eliminate corruption, reveal the true knowledge of the student and allow students to study and work independently. creates the ground.



Module-based curricula are developed on the basis of a special scheme and include:

- Full disclosure of learning objectives and tasks;
- Requirements for the qualifications of the student to be acquired at the beginning and end of the subject (course);
 - A summary (syllabus) of each subject included in the module, in topics of lectures, plans of seminars and practical exercises, assignments for the assessment of independent learning;
 - Summary of teaching: methods and tools of teaching; methods and forms of knowledge assessment.

The modular education system uses a rating system to assess students' knowledge, skills and abilities. It assesses all of a student's learning activities, including in-class and out-of classroom learning.[6]

In a word, the transition to this system is a requirement of the time, a priority for the development of education, and we must all use the achievements of world experience and not repeat shortcomings.

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