

INTRODUCTION OF CREDIT-MODULE SYSTEM IN HIGHER EDUCATIONAL INSTITUTIONS OF UZBEKISTAN AND PREPARATION OF STUDENTS FOR THE FUTURE

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Annotation: This article provides information about the credit-module system, its specifics, the introduction of the credit-module system in the educational system of Uzbekistan, its importance, the peculiarities, capabilities and advantages of the credit-module system in the educational system of countries of the world.

Key words: credit, subjects, module, credit-module system, credit-hour, Bologna Process, ECTS system, credit-module system possibility, Independent Education, Research, opportunity, importance of credit-module system.

Introduction. It is known that Uzbekistan occupies a special place within the development sphere as it goes towards its development. On October 8, 2019, the decree “on approval of the concept of development of the higher education system of the Republic of Uzbekistan until 2030” was signed by the president of the Republic of Uzbekistan. This important document defines “the inclusion of at least 10 higher education institutions in the Republic in the list of higher education institutions in the top 1 000 of the ranking of internationally recognized organizations (Quacquarelli Symonds World University Rankings, Times Higher Education or Academic Ranking of World Universities) and the gradual transfer of the educational process in higher education institutions to a credit-modular system”. Also, by 2030, the transfer of 85% of all higher education institutions (OTC) in the Republic to the credit-modular system was indicated. As proof of our opinion, we can say that as of the 2020-2021 academic year, 33 higher education institutions in Uzbekistan are working on this system.

Literature analysis. An innovation for the educational system of our country is the credit-module system, its content, terms and concepts used in the system and their content, manuals and articles published by many of our scientists on the organization of the educational process in the system. In particular, in 2020, B. S. Usmanov, R.A. The khabibullaevs published a study manual entitled "Organization of the educational process in higher educational institutions in a credit-module system", which provides detailed information about the credit-module system. The tutorial covers the history of the emergence and development of the credit-module system, its application and specificity in the educational system in various foreign countries, including the United States, Spain, Sweden, the Netherlands, the United Kingdom, Japan. Chapter 2 of the manual covers the processes related to the organization of the reading process in the credit-module system. Documents and executable processes related to special education services and methodological support of the educational process are also covered in detail.

Methods. The credit-module system, which is the process of organizing education, is a model of assessment based on the sum of Modular Technologies of teaching and the measure of credit. Carrying it in one whole is a lush and complex systemic process.

The module is part of a curriculum in which several subjects as well as courses are studied. It is a set of several disciplines (courses) aimed at the fact that students have the potential to generate certain knowledge and skills, to conduct analytical and logical observation. In this, the teacher organizes the educational process, reads Live, video and audio lectures, coordinates and monitors the student's activities. The student, on the other hand, studies the subject independently and performs the assigned tasks.

In the principle of credit-module, importance is given to two main issues:

1. ensuring the independent work of students;
2. assessment of student knowledge on the basis of rating.

As the main tasks of the credit-module system, the following are indicated:

- Organization of educational processes on a modular basis;
- determination of the value of one subject, course (credit • ;
- assessment of student knowledge based on rating score;
- provide students with the opportunity to create their own study plans in an individual way;
- increase the share of Independent Education in the educational process;
- the convenience of educational programs and the possibility of changing the labor market based on the demand imposed on the specialist.

Discussion. Credit is a unit of measurement of the educational load (time) that a student spends reading and mastering subjects in a separate educational direction or program (course). A loan is a measure of the minimum time allotted for the student to receive education in the auditorium and independently, usually for a week, established by a regulatory document. Credit to the student is given after successfully passing the final exam, completing the established tasks from a particular subject.

Each student must collect credits in order to have a degree in his chosen direction and specialty in the future. The accumulated loan will continue to serve the student to improve his qualifications or receive additional higher education for the rest of his life.

Credit technology gives educators the right to choose elective subjects included in the working curriculum, through which they directly participate in the formation of an individual curriculum. They are given the freedom to choose not only subjects, but also professors. It is considered positive that students are given the opportunity to choose subjects. It is also considered an indicator of the specific value of the assessment of educational processes.

According to the data studied, the Ministry of higher and secondary special education of our country is prioritizing the use of the European ECTS system in the implementation of the credit system. Therefore, we believe that it is advisable to dwell on its advantages, amenities, achievements and disadvantages.

One of the most important aspects of the Bologna declaration is based on the use of a unified "credit system" of higher education institutions (ECTS). Credit or credit unit-is an indicator of the value of any educational activity taken into account in the training plan.

The ECTS system offers great advantages to students of the participant-countries of Europe and, in general, the Bologna Process.

For example, the student guarantees that the academic knowledge acquired at the University in which he is studying is recognized in higher education institutions of countries belonging to this system, that is, his specific "conversion". At the same time, this system provides members with the opportunity to restore, move and finish students' studies at another OSM.

Under the ECTS system, each higher education institution independently determines the credit composition, the number of credits per module, plus the total amount of credits that must be accumulated by the student to complete each course and, in general, the period of study.

Unlike the current teaching procedure, in addition to compulsory subjects in the credit system, elective subjects are also included in the student's individual course schedule. Students are not expelled from their studies or postponed from course to course. no matter which subject (course) can collect the

designated credits, only the subject will take the re-examination from itself. The higher education diploma, on the other hand, is awarded after collecting established credits.

Under the ECTS system, the amount of credit that students must earn in one year is 60. Taking into account that one academic year will consist of two semesters, the student must accumulate 30 credits per semester. When the undergraduate program is 3-4 years, it is an obligation for a student to accumulate a total of 180 — 240 credits to earn a bachelor's degree, and 60 — 120 credits to complete a 1-2 year graduate program.

Today, the first steps are being taken to abandon the negative aspects of the traditional teaching system as we know it and to organize work within the requirements of international standards.

Result. We studied the approved educational plan for the direction of preschool education in the 2023-2024 academic year based on the credit-module system for the purpose of experimental testing at the Kokand State Pedagogical Institute. The route code is 60110200-preschool, which is intended to read for a period of 3 years in full-time form.

According to the plan, the educational process in the credit-module system consists of 6-7 modules per semester. The disciplines concentrated in the module are formulated from easy to complex, from theoretical-methodological disciplines to Applied Sciences, and logically based on the principle of mutual complementarity. In order for a student to become a specialist, it is required to have not only information, but also the qualification of being able to process, put into practice. 1 credit is 30 academic hours. Each semester has 15 weeks of study week, with a total taught subject credit of 30 credits in 1 semester and 60 credits in 1 academic year. It is envisaged that the amount of credit allocated for qualification practice will be carried out at the expense of the relevant disciplines or disciplines.

The module-based teaching system uses a rating assessment (100-point) system when evaluating students' knowledge, qualifications and skills. In it, all the educational activities of the student, that is, the knowledge acquired outside the audience and audience, are evaluated by awarding points.

Conclusion. The introduction of this system into higher education provides an opportunity to improve the quality of teaching, ensure transparency in education, eliminate corruption, show the existing real knowledge of the student, and make the student read and study independently and work on himself.

The introduction of a credit-module system will also be an important factor in the collaborative work of the teacher and student. In modular education, the educator organizes, manages, advises, examines the process of mastering the listener. The teacher is no longer just teaching, but also performing tasks such as moderator, facilitator, tyutor. And the student learns to act independently towards the directed object. The greatest achievement in this process is the Independent Education of these students.

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