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THE INTRODUCTION OF A CREDIT-MODULE SYSTEM OF EDUCATION IN UZBEKISTAN HIGHER EDUCATIONAL INSTITUTIONS

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ВНЕДРЕНИЕ КРЕДИТНО-МОДУЛЬНОЙ СИСТЕМЫ ОБУЧЕНИЯ В ВУЗАХ УЗБЕКИСТАНА

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Abstract. The article deals with the introduction of credit-module system, which is an important factor in stimulating the effective work of teachers and students. The author of the article reveals the concept of module and credit. Modular training is the most coherent, clear and effective technology of education, which guarantees the quality of training of competent specialists. Specialists trained under the programs created by modular technology, possess not only the knowledge, but also the skills of the chosen profession and specialty: decision-making, performance of services and production work.

Аннотация. В статье рассматривается внедрение кредитно-модульной системы, которая является важным фактором для стимулирования эффективной работы преподавателей и студентов. Автор статьи раскрывает понятие модуля и кредита. Модульное обучение является наиболее стройной, понятной и результативной технологией обучения, которая гарантирует качество подготовки компетентных специалистов. Специалисты, обученные по программам, созданным по модульной технологии, владеют не только знаниями, но и навыками выбранной профессии и специальности: принятия решений, выполнения услуг и производственных работ.

Keywords: credit, reform, innovation, parameters, training of competent specialists, modular technology, effective learning technology.

Ключевые слова: кредит, реформа, инновация, параметры, подготовки компетентных специалистов, модульные технологии, результативная технология обучения.

Discussion

Socio-economic development of Uzbekistan determines the radical improvement of higher educational system. The importance of personnel training increases, conditions for retraining of higher education specialists at the level of international standards are created.

Proceeding from natural requirements of social life and economy, one of the main tasks of modernization of higher educational system is introduction of modern forms and technologies in training on the basis of studying international experience.

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 [1]. 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.

The goals of the credit-module system are to expand access to higher education, increase the mobility of students and faculty, and orient curricula and programs toward obtaining the qualifications demanded in the labor market. This system is attractive because it provides comparability of educational programs of different universities and contributes to the harmonization of educational systems with European countries. The credit-module system facilitates the mobility of students and teachers and simplifies the transition from one university to another, determining the amount of work done on the entire academic workload.

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 19.02.2018 "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 has been gradually implementing the transition to the credit system of education from the 2018-2019 academic year. Besides mentioned above university such universities as the National, Law Universities, University of Oriental Studies, Tashkent Medical Academy, Ferghana Polytechnic Institute and others has begun to work on the credit-module system of training. One of the advantages of introducing the credit system of education in these universities is that it complements and supports the national standards of qualifications.

Credit-module system of the educational process is a model of educational process organization, which is based on a combination of modular learning technologies and credits or credit educational units. Organization and implementation of the learning process - it is a multi-faceted and complex system of action and interaction. Attention in the credit-module system is focused on its two characteristics:

- on students' independent work;
- on conducting a credit-module system of organization of educational process and rating system of evaluation of students' learning achievements.

Modular learning is the organization of educational process in which educational information is divided into modules (complete and independent units, parts of information). A module is a block of information, which includes a logically complete unit of educational material, target program of activities and methodological guidance to ensure the achievement of objectives, the content and scope of which may vary depending on didactic objectives, profile and level differentiation of students, students' desires for the choice of an individual trajectory of movement in the educational course. The concept of module contains the volume of the educational material due to which primary acquisition of some theoretical and practical skills for performance of any concrete work is provided. Modular training is the most harmonious, clear and effective technology of training, which guarantees the quality of training of competent specialists. Specialists trained in the programs created by modular technology, possess not only the knowledge, but also the skills of the chosen profession and specialty: decision-making, performance of services and production work. The

combination of modules should provide the necessary degree of flexibility and freedom in the selection and configuration of the required specific training material for training (and independent study) of a certain category of students and implementation of special didactic and professional goals.

Many believe that the educational system in Uzbekistan was formed in conditions of information deficit and limited access to information. Therefore, the activity of a teacher in higher education institutions was reduced, above all, to informational functions. The teacher played the role of the most important source of information. Since the student is an object of the learning process and simultaneously an object of perception and assimilation of information, the planning of the educational process was done in such a way that the bulk of the work fell on classroom instruction.

The current state of development of information provision opens up a wide range of opportunities to access information sources and therefore partially shifts the emphasis in the planning of the educational process towards independent work. The credit-module system, as an integral attribute of the Bologna Declaration, is given two main functions:

1. Facilitating student and faculty mobility and facilitating transitions from one university to another.
2. A clear definition of the amount of work carried out by a student, taking into account all types of academic and research activities. The amount of credits determines what a student who studies in a particular program is capable of.

The introduction of the credit-module system is an important factor in stimulating the effective work of the teacher and the student.

Modules are constructed as systems of learning elements, united by the sign of correspondence to a certain object of professional activity. The latter is considered as a certain volume of educational information, which has an independent logical structure and content, which allows to operate this information in the process of mental activity of a student. The modular organization of the content of an academic discipline is less of all a mechanical transfer of sections of the program to academic modules, as it requires deep analytical and logical work on the semantic content of the discipline, structuring it as a system, rather than an arbitrary conglomerate of scientific information. In the credit-module system of the educational process, the content of the discipline is divided into content modules (2-4 modules per semester), that is, the academic discipline is formed as a system of content modules. The second condition for the implementation of the modular principle of organization of the content of the discipline is the ability to highlight the general cross-cutting ideas of professional activity, the disclosure and assimilation of which is aimed at each module. For a student — a future specialist - it is important not only to comprehend and assimilate information, but also to master the ways of its practical application and decision-making. Under such conditions, a particle of direct, outside information is reduced and the use of interactive forms and methods of work of students under the guidance of a teacher (tutor) and full-fledged independent work in laboratories, reading rooms, the objects of future professional activity, which is especially important for the system of distance learning.

Creating a system of credits should facilitate the comparison of completed courses and maximize student mobility. Credit — conventional unit of measurement of the educational load of the student in the study of a composite curriculum or a separate discipline (course), performed by the student during the education. Credit - the minimum unit, which accurately documented, often means learning throughout the week (the sum of the classroom and independent work of the student). The system of credits is understood as a systematic definition of all the main aspects of the

educational process based on the use of credit unit (credit) as a measure of labor intensity of educational work, expressing the totality of all components related to the organization of the educational process.

Credits were first introduced in universities in the United States at the turn of the 18th and 19th centuries as part of the liberalization of university education that began during this period. The establishment of credit units quantitative equivalents of learning content and the degree of mastering educational programs allowed students to independently plan the learning process, to make fundamental changes in the quality control and evaluation of the educational process, created conditions for the improvement of educational technology. Among a number of credit systems in Europe the most recognized is ECTS (European Credit Transfer System) — credit system which has been successfully tested and is now used throughout Europe. ECTS was originally designed to transfer credits when students transferred from one institution to another. The system facilitated the recognition of periods of study abroad and thus contributed to the growth of the quality and scope of student mobility in Europe. More recently, ECTS has evolved into a cumulative system to be implemented at the regional, national and European levels. This is one of the most important objectives of the Bologna Declaration signed in June 1999 [3]. The Bologna Declaration mentions ECTS only as an example, but no other European system has appeared. On the contrary, ECTS quickly spread throughout Europe and was incorporated in many countries in higher and postgraduate education: Bachelor's degree — higher education level; Master's degree, Doctoral degree - postgraduate education level [4]. The implementation of the parameters of the Bologna process includes a comprehensive approach to the modernization of various components, the main of which is a qualitative revision of educational programs, focused on learning outcomes. The competence approach, which provides personal and professional socialization in the learning process, should become the basis of the educational program.

During pedagogical experiment which conducted by leading universities in Uzbekistan the volume of ECTS credits was established — 36 academic hours, and annual academic load of a student — 60 ECTS credits. This is based on the fact that an academic year lasts approximately 40 weeks on average. Number of ECTS credits per academic discipline is determined by dividing total amount of hours planned for study of discipline by credit price (with rounding up to 0.5 credits). For example, if 108 hours are allocated for study of the discipline, it corresponds to three credits. In this case, the discipline is formed of three modules. It is most convenient to determine the specific weight of each discipline in the total load by the number of class hours and proportionally distribute the 30 credits earned per semester among the disciplines studied in a given semester. It is recommended to recalculate the study load into credits by mathematically dividing the total (classroom and independent) study load in a semester by a factor of 36 (36 hours of total workload). A bachelor's degree must earn at least 180 credits (three years according to the norm of 60 credits) or at least 240 credits (four years) during his/her studies; a master's degree must earn a total of at least 300 credits. Hence the correlation between the length of a master's degree and the length of a bachelor's degree.

Conclusion

Introduction of credit-module system significantly changes the nature of teachers' work and the intensity of the educational process, makes the Uzbek education system more open to international cooperation. Transition to the credits requires a long work, because the cumulative system of credits should cover all types of academic work, including not only the classroom load, but also practical training, laboratory and research work, various certification activities.

Considering all of the above, we can conclude that the credits are sufficient indicator of learning achievement. Learning outcomes should be formulated not only at the level of a formal qualification, such as a degree, but also at the level of modules or courses. Incorporating learning outcomes into the curriculum and its components contributes to its consistency and logic. They precisely identify exactly what the student is expected to learn. Clear learning outcomes facilitate transfer and accumulation of credits, and they also allow for the precise identification of the achievements for which for which credits are or have been awarded.

This approach to defining learning outcomes will allow the development of universal standards that should form the basis for domestic, national, and international assessment and quality assurance.

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