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METHODOLOGICAL BASES OF INTRODUCTION OF CREDIT MODULE SYSTEM IN HIGHER EDUCATION INSTITUTIONS

Abstract: The formation of knowledge and science is directly related to the education system. The effectiveness of the education system is directly ensured by the level of teachers, student needs, the content of textbooks and the infrastructure for the formation of independent education.

Key words: education system, credit, module, institution, credit system, concept, bologna declaration.

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Introduction

On October 8, 2019, the President of the Republic of Uzbekistan Shavkat Mirziyoyev signed the Decree "On approval of the Concept of development of the higher education system of the Republic of Uzbekistan until 2030." This important policy document states that "at least 10 higher education institutions in the country should be included in the list of the top 1,000 higher education institutions in the ranking of internationally recognized organizations (Quacquarelli Symonds World University Rankings, Times Nigher Education or Academic Ranking of World Universities) and study in higher education institutions. gradual transition of the process to a credit-module system"[1]

It was also noted that by 2030, 85% of all higher education institutions (HEIs) in the country, including 33 higher education institutions in the 2020/2021 academic year, will be transferred to the credit-module system.[2]

The credit-module system is a process of organizing education, a model of assessment based on a set of modular technologies of teaching and credit measurement. Carrying it as a whole is a multifaceted and complex systemic process. The credit-module principle focuses on two main issues: ensuring the

independent work of students; assessment of students' knowledge on the basis of ratings.[3]

The main tasks of the credit-module system are:

- modular organization of educational processes;
- Determining the value of one subject, course (credit);
- Assessment of students' knowledge on the basis of rating scores;
- allowing students to create their own curricula individually;
- increase the share of independent learning in the educational process;
- The convenience of educational programs and the possibility of change depending on the demand for specialists in the labor market.

The above is not only to teach on the basis of innovative educational technologies, but also to teach students to study independently, to take a new approach to education, to acquire the necessary and in-depth theoretical knowledge and practical skills based on the demands of the labor market. In short, this system is focused on the professional development and maturity of the student. It is aimed at ensuring the lifelong learning of the scientist and the formation of human capital that can meet the requirements of the

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labor market and modernity. Let us briefly consider the essence of the concepts of module and credit.

A module is a part of a curriculum that covers several subjects and courses. It is a set of disciplines (courses) aimed at developing students' knowledge and skills, analytical and logical observation. The teacher organizes the learning process, gives live, video and audio lectures, coordinates and monitors the student's activities. The student will study the topic independently and complete the assignments.

According to foreign experience, the educational process in the credit-module system consists of 2-4 modules per semester. It requires not only information, but also the ability to process it and put it into practice.

Module-based curricula are developed on a case-by-case basis 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, ie topics of lectures, plans of seminars and practical classes, assignments for the assessment of independent learning;

- Summary of teaching: methods and tools of teaching; methods and forms of knowledge assessment.

In a modular education system, a rating system is used to assess students' knowledge, skills and abilities. It assesses all of a student's learning activities, including in-class and out-of-classroom learning.

Credit is a unit of study load (time) spent by a student to study and master a subject in a particular field of study or program (course). –Credit is a minimum amount of time set by a student's normative document, usually one week, for in-class and independent study. The credit is given to the student after completing the assignments in a particular subject and passing the final exam. Each student must collect credits in order to receive a diploma in their chosen field and specialty in the future. Accumulated credit can serve a student throughout his or her lifetime to improve his or her skills or to pursue additional higher education. In economic terms, accumulated credit becomes a student's academic “asset.”

Credit technology gives students the right to choose the elective subjects included in the working curriculum, thereby directly participating in the formation of individual curricula. They are given the freedom to choose not only subjects, but also professors and teachers. It is also an indicator of the value of the assessment.

The credit system was first introduced in US universities in the 18th and 19th centuries to liberalize the learning process and to determine the student's

weekly academic workload. In 1869, Charles William Eliot, president of Harvard University and a prominent figure in American education, coined the term “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, to control its quality, to improve educational technologies. The introduction of the credit accrual measure not only gave the student greater freedom, but also allowed him to independently plan the academic process so that he could become a competitive professional in his chosen field in the future. At the same time, it has led to improvements in the assessment system and educational technology.

As stated in the Bologna Declaration, the credit-module system serves two main functions, with an emphasis on independent learning:

1. Ensures the mobility of students and teachers, ie the free transfer (transfer of study or work) from one higher education institution to another without hindrance;

2. The academic load - credit for all educational and research activities of the student in the chosen field of study or specialty is clearly calculated. The sum of the credits shows how much the student has earned according to the chosen program.

Today, we hear 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?

The unification of higher education in European countries matured in the middle of the twentieth century because it was no more competitive than American education. Attempts to improve European education to a single standard began in 1957, after the signing of the Treaty of Rome, which set radically new tasks: bringing national legislation in the field of education to European standards, expanding access to higher education, student academic mobility and their demand for labor in the market, the creation of a long-term education system. Over time, these ideas were developed in the decisions of the Conference of Ministers of Education of European countries (1971, 1976), the Maastricht Treaty (1992). Subsequently, various programs were introduced under the auspices of the European Union, the Council of Europe.

There are three stages in the Bologna process:

- *Information: Universities from the Magna Carta (1988) to the Bologna Declaration;*

- *Development: After the Bologna Declaration.*

The ideas of the European University Society and the creation of a single European space came from the oldest Bologna University in Italy and throughout Europe. In 1986, in preparation for its 900th anniversary, he approached all universities in Europe with an offer to admit the Magna Charta Universitarum. This idea was enthusiastically

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accepted, and in 1988, during the celebration of the anniversary, this document, which proclaimed the universal and permanent values of university education and the need for close ties between them, was signed by 80 university rectors.

Gradually, the process of integration of higher education into Europe began to rise from the university to the state level. In 1998, a meeting of education ministers from four countries (France, Great Britain, Germany, Italy) was held within the walls of the Sorbonne University in Paris. The Sorbonne Declaration, signed by them on the harmonization of the architecture of the European higher education system, for the first time substantiated and accelerated the strategic goal of creating a European Higher Education Zone. subsequent development events.

In 1999, Bologna (Italy) hosted the historic first conference of thirty European education ministers. The Declaration on the European Higher Education Area, adopted by them, sets out the main goals that will lead to the comparison and harmonization of national goals. education systems higher education in Europe. The Bologna process begins with this declaration.

Later, when new countries joined the Bologna process each year, meetings of European education ministers were held regularly with a two-year break. The ministers were received in Prague in 2001 and in Berlin in 2003. The fourth meeting took place on 19 May 2005 in Bergen, Norway. In this meeting, Ukraine joined the Bologna process. The last meeting was held in 2007 in London. Today, more than 40 countries are participating in the Bologna process, which is due to end next year. The training of highly qualified personnel in the Bologna system is carried out in two stages. Usually, the training of bachelors is not less than three years, and the master's degree is 1-2 years. Many experts oppose the Bologna Declaration's ability to attract talented students, the competition with the United States to value their knowledge in the labor market, the limited capacity of European higher education institutions, and the tendency of many "intellectuals" to leave the old continent and emigrate to the United States. admits that it is the cause[4]

Today, there are four common models for implementing this credit rating system. These are the United States Credit System (USCS); European credit system (ECTS); Asia-Pacific Credit System (UCTS); The UK Credit System (CATS). The most common of these models are the US and European models. According to the data, the Ministry of Higher and Secondary Special Education of the country prioritizes the use of the European ECTS system in the introduction of the credit system. Therefore, we consider it appropriate to dwell on its advantages, advantages, disadvantages and shortcomings. One of the most important aspects of the Bologna Declaration

is the use of a single "credit system" (ECTS) by higher education institutions. A credit or unit of credit is an indicator of the value of any learning activity included in the curriculum. The ECTS system offers great benefits to students in Europe and the Bologna Process in general. For example, it guarantees that the academic knowledge acquired at the university where the student is studying will be recognized in the higher education institutions of the member countries of the system. At the same time, the system allows members to resume, transfer and terminate their studies at another university. The ECTS system also offers a number of benefits to universities. In particular, it ensures the similarity and uniqueness of curricula that accurately reflect information about the learning process in a particular field of study and specialization. It also allows the content of the higher education programs to be agreed upon in advance 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, each institution of higher education independently determines the composition of credits, the number of credits for each module, as well as the total amount of credits that a student must collect to complete each course and the study period in general. In contrast to the current curriculum, in addition to the compulsory subjects, elective subjects are included in the student's individual course schedule. Students are not expelled or dropped from course to course. Higher education diplomas are awarded upon completion of the required credits. According to the ECTS system, the amount of credits that students have to accumulate in a year is 60. Assuming that one academic year consists of two semesters, a student must earn 30 credits per semester. If the bachelor's program is 3-4 years, the student is required to collect a total of 180-240 credits to obtain a bachelor's degree, and 60-120 credits to complete a 1-2-year master's program.[5]

As you know, we have limited access to information sources and various international databases. As a result, in higher education, professors' main focus is 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 acted 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, and the acceleration of globalization, the issue of developing students' independent learning has been on the agenda. Curricula for specialties and specialties were

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supplemented by subjects not related to the demands of the labor market, mainly in terms of the principle of employment of professors and teachers, the allocation of classroom hours, as well as the distribution of subjects by mutual agreement of department heads.

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!

Thus, in the traditional system, no materials were provided on what knowledge the student would acquire in the future, what professors would teach, the profile of the direction, and a summary of the subjects. However, all information on the direction and specialties of education in all foreign universities of developed countries, in particular, a brief syllabus of subjects reflected in the curriculum (subject identification, information about the professor, description of the lesson, purpose of the subject, learning outcomes, teaching methods, science plans, literature), assessment methodology), professors and teachers in the disciplines and their achievements, brief requirements for specialists in the labor market, ie theoretical, practical knowledge, skills and professional qualifications, information on which is available on the official website of the university will be announced. At the same time, unfortunately, applicants find it difficult to find this information on the websites of our universities. In this regard, the time has come to form a culture.

The first steps are being taken to move away from the negative aspects of the traditional education system and to organize work within the requirements of international standards.

At present, 33 higher education institutions of the country are actively working on the transition to the 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 in foreign higher education institutions for citizens who are engaged in research and teaching activities and 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-funded higher education institutions. In order to fully implement these processes, the relevant departments of the higher education institution are being established. In particular, the Tashkent State University of Economics has a Department of Education Credit Management. From the 2020/2021 academic year, this department has begun work on the full transformation

of all areas of education and specialties taught at the university into the ECTS credit-module system.

According to preliminary estimates, the university has 15 weeks per semester for undergraduate studies and 6 weeks for certification (3 weeks per semester for exams). Thus, the number of study weeks in 4 years is 144, certification is 24 weeks, and the total number of holidays is 204 weeks. Curricula for all disciplines and specialties are divided into two parts at each stage: basic and elective. Based on the ECTS requirement, it is planned to oblige the student to collect a total of 240 credits over 4 years out of 60 credits per year. In this case, the student will have to spend 2880 hours for lectures, practical and laboratory classes and examinations for 4 years, 4320 hours for independent study, a total of 7200 hours.

In our example, 1 credit = 12 academic hours + 18 hours of independent study. Therefore, 1 credit is considered to be equal to 30 hours, and a student's weekly classroom load is equal to 20 hours. The amount of credit allocated for the internship is intended to be at the expense of the relevant subject or disciplines.

The introduction of this system in higher education will improve the quality of education, ensure transparency, eliminate corruption, reveal the true knowledge of students and allow students to study and work independently. Today, the European credit system is used in almost all universities of the old continent. The introduction of a credit-module system is an important factor in the collaboration of teachers and students. In modular education, the teacher organizes, directs, advises, checks the learning process of the listener. The student moves independently towards the object. The greatest emphasis is placed on students' independent learning. The importance of independent learning in the learning process is growing, which in the future will increase the independence, creative initiative and activity of professionals. In the credit-module system, university students always have the opportunity to get help and advice from teachers and classmates. This strengthens mutual understanding and builds teamwork skills. The transition to a credit-modular education system will also increase the commitment and demand for university professors. As noted above, with a modular learning system, the teacher performs not only informational and supervisory functions, but also advisory and coordinating functions. The leading role of the teacher in the pedagogical process is preserved.

The credit system of education increases student exchange. This is because loans taken from one university are credited to another, and students can transfer from one university to another without losing credit. It is this system that allows Uzbek students to continue their studies at advanced foreign universities and remove complex bureaucratic barriers.

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However, it should be noted that the blind and direct application of any international experience, without taking into account our values, without a thorough analysis of each of its elements, based on scientific evidence, can lead to certain negative situations in the future. should also not be forgotten.

This does not mean that this system is fully consistent with our worldview, conditions, and values aimed at the development of a harmoniously developed person. Therefore, we need to change the

views of professors and students, who are the active elements of the educational process, to inculcate in them the requirements of this system, to form a unique culture.

After all, if we do not train personnel in accordance with the requirements of the labor market, we must feel that we will inevitably lose our place in the competition. But we have no better way or choice. After all, higher education institutions in all developed countries follow this path and achieve high results.

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