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POSSIBILITIES OF THE CREDIT-MODULAR SYSTEM IN TEACHER EDUCATION

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ABSTRACT

The article reveals the essence, functions and possibilities of the content of the credit-modular system in pedagogical education. Many people believe that the education system of Uzbekistan was formed in conditions of information deficit and limited opportunities for access to information. Therefore, the activity of a teacher in universities was reduced, first of all, to informational, or better to say informative, functions. This is based on an average school year of approximately 40 weeks. The number of ECTS credits per academic discipline is determined by dividing the total hours planned for studying the discipline by the credit price (rounded to 0.5 credits).

KEYWORDS: *Credit Modular System, Credit-Modular System, Educational Process, Information Support, Function, Opportunity*

INTRODUCTION

The Cabinet of Ministers adopted Resolution No. 824 of December 31, 2020 “On measures to improve the system of organizing the educational process in higher educational institutions”[1].

According to the decree, starting from the 2020/2021 academic year, the educational process in higher educational institutions is gradually transferred to a credit-modular system. The document approved the Regulation on the implementation of the credit-modular system in the educational process of universities.

A credit-modular system for organizing the educational process is a model for organizing the educational process, which is based on the combination of modular learning technologies and credit or credit educational units. Organization and implementation of the educational process is

a multifaceted and complex system of action and interaction. Attention in the credit-modular system is focused on two of its characteristics:

- On independent work of students;
- On the maintenance of the credit-modular system of organizing the educational process and the rating system for assessing the educational achievements of students.

Many people believe that the education system of Uzbekistan was formed in conditions of information deficit and limited opportunities for access to information. Therefore, the activity of a teacher in universities was reduced, first of all, to informational, or better to say informative, functions. The teacher played the role of the most important source of information. Since the student is the object of the educational process and at the same time the object of perception and assimilation of information, the planning of the educational process was carried out in such a way that the bulk of the work fell on classroom teaching. The current state of the development of information support opens up ample opportunities for access to information sources and therefore partially confuses the emphasis in planning the educational process towards independent work. The credit-modular system, as an integral attribute of the Bologna Declaration, is provided with two main functions:

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

THE MAIN FINDINGS AND RESULTS

The introduction of a credit-modular system is an important factor in stimulating the effective work of the teacher and student. Modules are designed as systems of educational elements, united by the sign of compliance with a certain object of professional activity.

The latter is considered as a certain amount of educational information, which has an independent logical structure and content, which makes it possible to operate with this information in the process of the student's mental activity. The modular organization of the content of an academic discipline is less for everything a mechanical transfer of sections of the program to educational modules, since it requires deep analytical and logical work on the semantic content of the discipline, its structuring as a system, and not an arbitrary conglomerate of scientific information. With a credit-modular system of organizing the educational process, the content of the discipline is divided into meaningful modules (2-4 modules per semester), that is, the academic discipline is formed as a system of meaningful modules. The second condition for the implementation of the modular principle of organizing the content of an academic discipline is the ability to identify general cross-cutting ideas of professional activity, to the disclosure and assimilation of which each module is aimed.

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, the particle of direct, outside the applied information is reduced and the use of interactive forms and methods of students' work under the guidance of a teacher (tutor) and full-

fledged independent work in laboratories, reading rooms, at the objects of future professional activity, which is especially important for the distance education system, expands. The creation of a credit system should facilitate comparison of completed courses and maximize student mobility.

Credit is a conventional unit of measurement of a student's workload when studying a particular curriculum or a separate discipline (course) performed by a student during education. Credit is the minimum unit that is accurately documented, often means training for a week (the amount of classroom and independent student work). The system of credits is understood as a systemic definition of all the main aspects of the organization of the educational process based on the use of a credit unit (credit) as a measure of the labor intensity of educational work, expressing the totality of all components related to the organization of the educational process. For the first time, loans were introduced at US universities at the turn of the 18th and 19th centuries. Within the framework of the liberalization of university education that began during this period. The establishment of quantitative equivalents of the content of education and the degree of mastering of educational programs through credit units made it possible to provide students with the opportunity to independently plan the educational process make fundamental changes to the systems for monitoring and assessing the quality of the educational process, created conditions for improving educational technologies. The most acceptable of the credit systems that existed in Europe at the time of the signing of the Bologna Declaration was the ECTS system (European Credit Transfer System).

In the course of the pedagogical experiment, which was carried out by leading higher educational institutions, in Uzbekistan, the amount of ECTS credit was set - 36 academic hours and the annual student workload was set - 60 ECTS credits. This is based on an average school year of approximately 40 weeks. The number of ECTS credits per academic discipline is determined by dividing the total hours planned for studying the discipline by the credit price (rounded to 0.5 credits). For example, if 108 hours are allocated to study a discipline, then this corresponds to three credits. In this case, the discipline is formed from three modules. It is most convenient to determine the share of each discipline in the total workload by the number of classroom hours and proportionally distribute 30 credits earned per semester between the disciplines studied in this semester.

It is recommended to convert the study load into credits by mathematically dividing the total (classroom and independent) study load in the semester by a factor of 36 (36 hours of the total load). A bachelor during his studies must collect at least 180 credits (three years in accordance with the norm of 60 credits) or at least 240 credits (4 years); a master's degree must have earned at least 300 credits in total. This implies the dependence of the period of study for a master's degree on the duration of study for a bachelor's degree.

Advantages of the modular system:

- 1). Clear structure of the training course, orderliness;
- 2). Ability to track links between elements;
- 3). Visibility, awareness of perspective;
- 4). Individual approach to training the student;

Flexibility of the information presented;

5). Developing students' productive thinking;

6). Multifunctionality;

7). Possibility of self-control of the student's learning and the teacher's own activities;

8). Lack of severe stress among students,

9). The student himself operates with educational content, which leads to a conscious and deeper assimilation of the material [2].

CONCLUSION

Preliminary results of the work of the credit-modular training system: 1. Promotes optimal planning of the content and methodological support of disciplines, taking into account the final results 2. Liberalizes the educational process and orientates it towards the student, stimulating his independent work. 3. Stimulates the improvement of the process of assessing the quality of mastering educational programs. 4. Improves the quality of the educational process and organizational and administrative work.

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