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## THE EFFECTIVENESS OF USING THE CREDIT MODULE SYSTEM IN THE HIGHER EDUCATION SYSTEM

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### ABSTRACT

*This article reflects the complex issues of the effectiveness of the use of the credit module system in the higher education system and the introduction of the credit module system in higher education. Its purpose is to provide the necessary information on the organization of educational processes in the credit-module system of higher education. The article introduces and briefly explains the terms of the credit-module system, which allows getting acquainted with the basic concepts of the new system, to explain the education policy in different countries and the transition to a single multi-level international program.*

**KEYWORDS:** *Credit, System, Compulsory Subjects, Elective Subjects, Independent Study, Working Hours, Study Hours, Independent Work.*

### INTRODUCTION

In the system of "credit module" of education, which is gradually entering the system of higher education of the Republic of Uzbekistan, higher education institutions can develop catalogues (booklets) for each bachelor's or master's program and which subjects can be studied transparently by students, who teaches these subjects, giving detailed information about what knowledge, skills and abilities will be acquired during the program, after which the start of the academic year is one of its positive aspects. As part of the integration of the national education system into the global educational environment, the Government of the Republic of Uzbekistan and the Ministry of Higher and Secondary Special Education have developed strategic plans to ensure the comprehensive transition of our higher education system to the Bologna process. came out. . The concept of development of the higher education system of the Republic of Uzbekistan until 2030 has a special place in these processes [1-3].

At present, the credit-module system is being formed as one of the mechanisms for the integration of the higher education system of the Republic of Uzbekistan into the international educational environment. One of the unique features of this system is that it emphasizes the independent learning of students, which in turn shapes the lifelong learning skills of future professionals. Therefore, the next stages of modernization of higher education in the Republic of Uzbekistan are aimed at testing the credit-module system as a basis for the organization of the international academic education system [4,5].

## **MATERIALS AND METHODS**

The educational process in higher education is a complex process that includes many aspects, such as the development of organizational, managerial, educational activities for the preparation of highly qualified specialists.

The learning process consisted mainly of training sessions and monitoring processes. Courses include all types of academic preparation, student self-study and practice. The control processes show how well the students have mastered the curriculum.

The planning of the educational process is one of the important elements of the management of the educational activities of the university. It is carried out in the following stages:

- Initially, during the academic year, an academic calendar will be created, reflecting the main educational processes and the timing of their implementation;
- In addition to the standard curriculum, a list of optional subjects will be formed;
- After a typical curriculum and a list of optional subjects for each student, an individual curriculum is formed under the supervision of the registration office and the dean with the help of consultants;
- working curricula have been developed;
- working curricula of disciplines have been developed;
- After the working curricula of areas and specialities, the workload of departments is planned and the staff of the teaching staff and the loans allocated to them are approved;
- The program is designed in accordance with academic directions and groups.

The standard bachelor's program consists of 4 blocks:

- a) block of humanities and natural sciences;
- b) a block of general professional disciplines;
- c) block of special sciences;
- d) additional scientific block

The standard master's program consists of 3 blocks:

- a) block of general methodological sciences;
- b) a block of special sciences;
- c) block of elective sciences.

Disciplines in scientific blocks can be compulsory and optional. Compulsory subjects include the topics specified in the qualification requirements that must be mastered. Optional subjects include topics provided by the university at the request of staff.

Compulsory subjects are included in standard curricula along with credits assigned to them. Credits for elective subjects are determined independently by higher education institutions. Working curricula of the direction and specialization are developed on the basis of individual curricula of the largest contingent of students in order to optimize costs. Adaptation of the working curriculum to a wide contingent, which will fully cover the future professional activities of students, will increase the effectiveness of the educational process.

In the system of credit training, the volume of educational work is determined by the volume of training materials and is measured by credits[5-7].

Credit is a unit of measure for academic workload, which can be equal to 30 academic hours (in a 15-week semester). At the same time, the number of classrooms and independent study hours at the bachelor's and master's level can be 1: 1.

The size of each item is represented by the total number of credits. Considering that the average number of subjects does not exceed 40, each subject can be allocated on average  $240/40 = 6$  credits, and for subjects, there may be more or fewer credits. The share of classroom lessons in the working curriculum (lecture, practical, laboratory, etc.) is determined by the scientific and methodological council of the university based on the conclusion of the commission based on the methodology of teaching the subject. Each subject in the curriculum must have a unique name. At the bachelor's level, it is desirable that the number of subjects is small and the volume is large. When determining the share of compulsory and optional subjects in the curriculum, it is advisable to take into account the requirements for the level of teaching, the content of subjects and learning outcomes, the structure of disciplines and their interdependence and the degree of unification.

All types of internships and theses are carried out under the program of additional natural science education and are included in the total amount of credits. In the final semester, 15 credits for internship and 15 credits for postgraduate study are recommended. It is advisable to teach physical education in sports sections at the expense of additional subjects.

The total weekly workload is 60 hours at the undergraduate level, of which 30 hours are allocated for the classroom and 30 hours for self-study of students, including 8-14 hours of independent work under the guidance of a teacher. According to table 1, the student's time budget is as follows: theoretical lessons -  $240 \times 30 = 7200$  hours, including in classrooms -  $15 \times 240 = 3600$  hours, for independent work -  $15 \times 240 = 3600$  hours.

As you can see, the student's workload per semester is 30 credits and is a 1: 1 sum and an independent study load (240 credits: 8 semesters = 30 credits). The credit system of education provides for the planning of educational activities of teachers and students according to an individual educational trajectory for the current academic year.

At the heart of any educational process is an individual curriculum, which is developed by a student before the start of the educational process on the recommendation of a consultant. The basis for its development will be a standard curriculum, including compulsory and optional subjects specified in the qualification requirements. Individualized study programs should reflect the needs of the labour market, the needs of employers and the interests of students. At the same time, they contribute to the formation of general literacy, socio-economic, organizational and managerial, general scientific, professional and specialized skills so that bachelors can freely find their place in the labour market and continue their studies in the future. Accordingly, when developing individual curricula in certain areas and specialities of higher education, a list of disciplines is recommended that will allow students to fully master the professional skills set out in state educational standards, and qualification requirements are given. For example, a Bachelor of Engineering provides general technical knowledge in the natural sciences, information technology, and engineering graphics. Accordingly, it is advisable to include subjects that are

the basis of professional activity in the optional part of the general education block. Working curricula are based on the approved individual curriculum for all students. At the same time, it is very important to create conditions for a conscious approach for students. The level of professional training of a future specialist depends on how carefully thought out and improved the educational trajectory of students. Consequently, higher education institutions will have to organize consulting services in their organizational structures. The consultants can be both experienced teachers of specialized departments, whose students have the opportunity to formulate individual curricula and specialists of the enterprise who replace it. When drawing up an individual curriculum, the student must take into account the study of subjects in the amount of 30 credits per semester, which must include compulsory subjects in the standard curriculum.

The student also has the right to choose science teachers. Students must provide information on the academic level and status of teachers, as well as on the educational and regulatory documents they have developed. In order to create conditions for pupils to choose a teacher, there will be open lessons for teachers who want to teach science in the first week of the semester, the teachers' lessons must be scheduled at different times. One of the most important issues of educational activity is planning the workload of universities and departments. The norms of the pedagogical load must be approved before the planning of educational work. Currently, the norms of the teaching load are recommended by the Ministry of Higher and Secondary Specialized Education. In the current conditions of globalization and reforms in the field of higher education, several factors are on the agenda that determine the ranking of higher education institutions.

Therefore, it is advisable for each university to take them into account and make adjustments to the norms of the pedagogical load in terms of increasing its rating and organizing the educational process in a modern way. The provision of such opportunities to higher education institutions by the Ministry of Higher and Secondary Specialized Education creates a solid foundation for improving the efficiency of teachers and raising the ranking of higher education institutions.

Planning the workload of the department and the staffing of the department of higher education should be based on the working curricula of the bachelor's and master's degrees. In this case, the calculation of the study load is based on credits. Planning workloads in the context of a credit education system also depend on the number of academic streams and their capabilities. In the credit education system, academic streams and groups are formed depending on the number of students admitted to study subjects. In this case, in the first week of the academic semester, all candidates recommended for the study of the subject study on the basis of voluntary student participation, and the process ends with the enrollment of students in the subject of their choice. From next week, academic streams and groups will be formed based on the selection of students.

To determine the number of academic streams and groups, the university must determine in advance the permissible limits for the number of students for lecture, practical and laboratory classes in subjects.

The number of teachers will depend on the type of training load for the positions. The hierarchy of associate professors should be revised in connection with the transfer of all teaching positions to the credit training system. As a rule, the speaker can be a professor or associate professor, a tutor - assistants. In this case, the composition of speakers and teachers is determined based on the ratio of lectures and other types of lessons. The ratio of the total workload of a university to the number of professors determines the average workload per professor. The number of professors and teachers in higher education faculties is traditionally determined by dividing the workload by the average workload per teacher and rounding the result to 0.25.

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## RESULTS AND DISCUSSION

It is advisable to differentiate the average workload of teachers of the department according to the positions of professors, associate professors and assistants. After that, the departments begin to plan and distribute the teaching staff based on the established workload. It is recommended that topics corresponding to a one-day teacher per semester are 3-6 in the faculties of the speciality.

The general pedagogical load of teachers includes all classroom loads (lecture, practical, laboratory, etc.), independent types of student work under the guidance of a teacher (accounting work, course work, thesis, master's work), qualification practice and others.

The planning process for the school year ends with the development of lesson plans, copies of which are distributed to teachers and students. When scheduling lessons, it is recommended to evenly distribute the workload of the teacher and students throughout the week.

The educational process is organized on the basis of approved curricula, academic calendar, staffing table, academic flow and groups, lesson schedule and independent work of students under the guidance of a teacher. All information on the organization of the educational process is posted in the windows of faculties and departments, as well as on the university website.

Higher Education Institutions operating in the credit system of education must create the most favourable conditions for their students to master special subjects within the framework of state educational standards and qualification requirements, as well as to complete their studies and obtain an academic degree. In this case, the university is responsible for the methodological support of the educational process. For this purpose, the following will be developed:

- a) information and instruction for each student;
- b) curricula for each subject (working curricula);
- c) teaching materials for classroom studies in subjects (lecture notes, descriptions of practical and laboratory classes, interactive handouts, multimedia applications, etc.);
- d) materials for independent work of students under the guidance of a teacher (homework and assignments, control materials for self-assessment, abstracts and term papers (projects) and methodological materials for their implementation, electronic teaching materials);
- e) materials for testing knowledge (written test assignments, written and electronic tests, exam tickets);
- f) materials used in qualification practice (plans and training programs, diaries, forms of reporting documents);
- g) materials for independent work of students (digests, frequently asked questions), curricula, platforms for distance learning and forums.

An important aspect of the educational process is the organization of students' enrollment in subjects (selection of teachers). To do this, students choose subjects under the guidance of a dean and the guidance of an advisor. In the first week of the semester, teachers are selected by attending classes and analyzing them.

Registration of students in the disciplines is carried out by the Registrar's Office (RO) in the following order:

1. A new student receives a working curriculum for the 1st year from the dean's office in August before the start of the course. After consulting with the Adviser and selecting subjects, he or she enrolls in the subjects of his or her choice during the first week of study,

forms a personalized curriculum for his or her academic year, and meets science teachers by attending classes, answers questions of interest, and selects science teachers. After that, it is not allowed to change the individual curriculum for the current academic year.

2. In the first week of November of the fall semester and April of the spring semester, students select subjects for the next semester and make adjustments to their individual work plans. The amended individual curriculum is signed by the student and submitted to the RO.
3. The RO, in agreement with the deans, determines the minimum number of students studying in the disciplines, and for each teacher - the maximum number of students studying in the academic stream (group).
4. If less than the prescribed number of students are enrolled in an elective subject, that subject will not be opened and it will not be included in the working curriculum. The RO will announce this within a week in the information window and on the faculty page on the university's website. A student enrolled in a cancelled elective subject must re-select the subjects within one week of the announcement and apply them to the RO for changes to the individual curriculum. In shaping the student's personal educational trajectory and enrolling in elective subjects, the student's study of the underlying subjects (prerequisites) is taken into account, otherwise, the student will not have the right to choose this subject. It is also important for the student to know which subject (post requisites) will be the basis for the subject of his/her choice in the future.

The summer semester is one of the important components of the curriculum in the context of the credit education system. It is organized on a paid basis at the initiative of the student to obtain additional knowledge, transfer academic debts, and eliminate differences in the educational program.

The duration of the summer semester is determined based on the academic calendar by areas, specialities, and courses.

Studying in the summer semester is allowed in the following cases:

- Students with “good” and “excellent” grades (for additional education);
- students who did not pass the exam on the results of rating-control (for full mastery of the subject);
- students who have academic debts for previous academic periods (to apply for academic debts);
- Students who are recovering, transferring and returning from academic leave (so that they can eliminate differences in subjects).

The RO must take into account the GPA level of the students when allowing them to study in the summer semester. For example, a GPA of 3 or higher (B) allows you to study up to 4 subjects, and a GPA of 2.0-3 allows you to study up to 3 subjects.

The summer semester is organized according to the following regulations:

- before the start of the summer semester, the student applies to the RO with an application stating the reasons and interests of his / her study in the summer semester;
- RO reviews student applications;
- At the end of the spring session, the RO decides on the admission of students to the summer semester;



- The RO draws up a course schedule for the summer semester and submits it to the Vice-Rector for Academic Affairs after the student has paid the tuition fee. The course schedule is based on the free time of lecturers and tutors involved in the summer semester;
- The summer semester is organized according to the current system of assessment and the principle of independent assessment of students; In addition to the curriculum, the final assessments in the subjects organized based on students' interests can be carried out by lecturers and tutors who taught in the summer semester;
- RO is responsible for timely payments for the summer semester.
- The results of the examinations mastered in the summer semester in the disciplines of specialization curricula determine the level of GPA for the next academic year.

## CONCLUSION

Particular attention is paid to providing the educational process with normative and methodological working documents. It reveals the content and importance of new educational-methodical documents for students, for example, educational-methodical complexes of specialities and disciplines, catalogues of elective subjects.

The organization of educational processes in the credit-module system ensures the transparency of all types and stages of educational activities in higher education. The selectivity of education, the freedom to choose the individual educational trajectory, the regular monitoring and recording of students' mastery and achievements increase his interest in learning, his constant research and reading, self-improvement and engages in an independent study.

Thus, the proposed credit-module system, based on a comparative analysis of traditional and new approaches to the organization of the educational process, has the following advantages:

- increase the level of academic freedom (independent choice of subjects, setting deadlines, selection of teachers);
- the share of independent learning in the educational activities of students will increase (at least 50%);
- Ease of converting lesson schedules into a 5-day system (30 hours per week, 6 hours per day);
- the emergence of a developmental environment in the teaching activities of teachers (counselling classes, independent work of students under the guidance of a teacher);
- Decrease in the share of theoretical knowledge and increase the measurable practical skills of the student (criteria for the introduction of various interactive teaching methods, the continuation of practical training in independent teaching and their assessment through concrete activities);
- educational activities of students focused on independent research (study on the trajectory of individual education of their choice);
- to teach students to be independent in life, to allow them to study in different academic groups each semester;

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