

METHODS OF INDEPENDENT LEARNING IN THE CREDIT-MODULE SYSTEM

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ABSTRACT

This article provides information about the credit-module system, which is the process of organizing education. The module-based teaching system uses a rating system to assess students' knowledge, skills and abilities. Student Independent Study (IFT) is a student-specific learning activity that focuses on independent didactic assignments, motivation to learn, and knowledge in a particular subject.

KEYWORDS: *Credit, Module, Credit Hour, Student Independent Work.*

INTRODUCTION

The credit-module system is a process of organizing education, which is a model of assessment based on a set of modular technologies of teaching and credit. Carrying it out as a whole is a multifaceted and complex systemic process. The main tasks of the credit-module system are:

Modular organization of educational processes;

Determine the value of one subject, course (credit);

Assessment of students' knowledge on the basis of rating points;

Allow students to create their own curricula individually

Increase the share of independent learning in the educational process; ease of training programs and the possibility of changes based on the demand for specialists in the labor market [1, p.1].

The above is not only to conduct teaching on the basis of innovative educational technologies, but also to learn independently from the student, to take a new approach to education, to acquire

the necessary and in-depth theoretical knowledge based on the demands of the labor market, training to form practical skills.

A module is a part of a curriculum that covers several subjects and courses. It is a set of several 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.

The module-based teaching system uses a rating system to assess students' knowledge, skills and abilities. It assesses all of a student's learning activities, including in-class and out-of-classroom learning.

Each student must collect credits in order to receive a diploma in their chosen field and specialty in the future. Accumulated credit will help the student to improve his / her skills or get a higher education throughout his / her life. In economic terms, the accumulated credit becomes the student's academic "asset."

Credit technology gives learners the right to choose the elective subjects included in the working curriculum, thereby directly participating in the formation of an individual curriculum. They are given the freedom to choose not only subjects but also professors. Giving students the opportunity to choose subjects is a positive thing. It is also a measure of the value of learning.

ECTS (European Credit Transfer and Accumulation System – ECTS) The system also offers a number of facilities to universities. In particular, it ensures the similarity and uniformity of curricula, which clearly reflect the information about the educational process in a particular field of study and specialization. It also allows for the pre-negotiation of the content of the programs at the host university 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 [2, p.12].

In contrast to the current curriculum, in addition to the compulsory subjects in the credit system, elective subjects are also included in the student's individual course schedule. Students will not be expelled or dropped out of class. If he cannot collect the credits from which subject (course), he will only retake the examination in that subject. 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 must 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 [3, p.20].

As you know, we have limited access to information sources and various international databases. As a result, in higher education, professors focus on finding information, assimilating it, and disseminating it to students after initial processing. That is, teachers were merely the recipients of information.

In this case, the student acts 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 of specialties and specialties are supplemented by disciplines that are not related to the requirements of the labor market, mainly in terms of the principle of employment of professors and teachers, giving them classroom hours, as well as , were formed on the basis of the distribution of disciplines by mutual agreement of the heads of departments.

Not only was the student not allowed to choose subjects and professors, but he was also not allowed to study in the library, giving up boring activities. 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 or the teacher, whether the knowledge he was given was left behind!

So, in the traditional system, no materials were provided on what knowledge the student will acquire in the future, what kind of professors and teachers will teach the profile of the direction, the summary of disciplines.

However, all information about the direction and specialties of education in all higher education institutions of developed countries, in particular, a brief syllabus of the subjects reflected in the curriculum (subject identification, professor-teacher) information, course description, purpose of science, learning outcomes, teaching methods, science plans, literature, assessment methods), professors and teachers who teach in the field of science and their achievements, to the specialist in the labor market brief requirements, ie information on what theoretical, practical knowledge, skills and professional qualifications will be available will be published on the official website of the university. At the same time, unfortunately, applicants find it difficult to find this information on the websites of our universities. It's time to dump her and move on.

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Student Independent Learning (TMI) is a student-specific learning activity that focuses on completing didactic tasks independently, engaging in learning, and enhancing knowledge in a particular subject area. The content of TMI is associated with the implementation of practical tasks that allow to form logical thinking, creative activity, a research approach to the study of the material. The content of TMI is determined by the nature of the subject, the technical capabilities of the university and the educational and methodological support of the library. Typically, TMI includes student self-directed learning (TMT) in addition to student self-directed learning (TMT)[3, p.4].

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