



## ADVANTAGES OF TEACHING IN HIGHER EDUCATION CREDIT-MODULE SYSTEM

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### **ABSTRACT**

*This article covers the advantages and disadvantages of teaching in the credit-module system in higher education. It also comes to thoughts on how much the credit module system is of benefit in our country.*

**Keywords:** credit module system, knowledge, skills and skills, audience training (lectures, seminars and practical classes), independent work, practical oriented State Examination, student preparation.

### **INTRODUCTION**

On October 8, 2019, the President signed a Decree "On approval of the Concept of development of the higher education system of the Republic of Uzbekistan until 2030." This important guideline document states that "at least 10 higher education institutions in the country are included in the list of the top 1,000 higher education institutions in the Quacquarelli Symonds World University Rankings, Times Nigher Education or Academic Ranking of World Universities". gradual transition to a credit-module system".

In addition, 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.

So what is the purpose of this? To what extent is this mechanism useful for today and in the future? How does it fit into the strategic goals of the new Uzbekistan?

We will try to find detailed answers to these questions below.

What is it?

The credit-module system is a process of organizing education, a set of modular technologies of teaching and a model of assessment based on credit criteria. Carrying it as a whole is a multifaceted and complex process. The credit-module approach focuses



on two main issues: ensuring the independent work of students; Assessment of students' knowledge on the basis of ratings.

The main tasks of the credit-module system are:

- modular organization of educational processes;
- Determining the cost of a 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;
- Convenience of training programs and the possibility of changes in the labor market

based on the requirements of the specialist.

These include not only teaching on the basis of innovative educational technologies, but also independent learning of students, a new approach to education, the acquisition of necessary and in-depth theoretical knowledge and practical skills based on the needs of the labor market. In short, this system is aimed at the professional development and maturity of the student. It is aimed at ensuring the lifelong learning of the owner of science, as well as the formation of human capital that can meet the requirements of the labor market and modernity.<sup>1</sup>

### **MAIN PART**

The globalisation and internationalization of Education also requires the introduction of changes to the system of organizing the learning process in higher education. In particular, the training of competitive personnel in higher education requires the development of the maximum independence of students, the ability to effectively apply the acquired knowledge in practice. This creates the need to organize the process of Higher Education on the basis of a pedagogical system that meets international standards. To this end, in the concept of development of the higher education system of the Republic of Uzbekistan up to 2030, the gradual transfer of the educational process in higher education institutions to the credit-module system was defined as a priority task. And in pedagogical higher educational institutions, the organization and implementation of the educational process on the basis of this system from the 2020-2021 academic year was defined as a priority direction.

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<sup>1</sup> <https://xs.uz/uzkr/post/kredit-modul-tizimiga-otish-nima-uchun-kerak-maqсад-mohiyat-va-afzallik>



• Before describing the possibilities and advantages of the credit-module system, it is necessary to touch on its basic concepts:

- credit-module system of teaching – modular teaching technologies and ECTS (visual communication technology) European Credit Transfer and Accumulation System – the European system of transfer from course to course and accumulation of points) model of Organization of the educational process carried out in the unit of test credits;

- ECTS (European Credit Transfer System – - the European system of credit allocation developed, verified and improved by 45 countries of the world;

- the concept of "credit" in itself expresses a quantitative description, which allows to take into account the share of Educational Sciences in the content of vocational training. Credit it is necessary to determine the educational load and the time allocated to it in order to master this or that course or a specific training program in integrity. 1 credit is equal to 36 academic hours (27 astronomical hours); 1 Week (applied or other academic work) 54 academic hours are equal to 1,5 Credit Units; 6 week session is equal to 9 Credit Units; 1 semester intixon is equal to 1 test unit; for basic education programs in the form of full-time education, an average of 60 credits are allocated in one academic year; for 3-year bachelor's degree 180 credits, for 4-year 240 credits are allocated;

- test credit is a unit of measurement of the student's learning load. It takes into account all types of educational work, which are envisaged and approved in the individual plan of the student: auditory classes (lectures, seminars and practical classes), independent work, preparation of the student for the state examination, etc.the G.;

- the "student's time norm" consists of several elements: loading for the audience (50% of the total clock volume); independent work (50% of the total clock volume); allocated time for reading books and preparation for written work; time allocated for preparation for written work; time allocated for preparation for the dictation;<sup>2</sup>

- when applied to higher education, the term "module" refers to an independent, logically completed part of educational programs in Educational Sciences. The module is

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a certain completed part of the science or the science itself in integrity; the module itself can cover many courses. The information contained in the module reflects the complexity of a wide range with a clear structure and integrity to achieve the didactic goal. In the structure of the module there will be a mandatory base component and a datative part. The module creates a holistic picture of a particular field of Science and at the end of mastering this module allows the student to specify the exact competences that should be demonstrated;

-competence – the ability to apply the acquired knowledge, skills and skills to carry out successful activities in a particular field.<sup>3</sup>

**The credit-module system of the organization of the educational process provides a positive solution to the following tasks:**

- taking into account the control over the mastering of each module, the teaching materials in the subjects are transferred to the modules taqsimlash;
- the use of different points scales of knowledge evaluation;
- ensuring the objectivity of knowledge;
- encourage independent work of students on a regular basis during the semester;
- finding a healthy competition in education.

The application of the credit system in higher education in a holistic manner brings about the following opportunities for effective implementation of the educational process:

- Organization of the educational process in an individual-oriented manner, providing students with the opportunity to create individual curricula, freely determine the sequence of mastering the disciplines, independently draw up the schedule of individual training sessions per semester;
- incentive-based score-rating system for assessing the results of students ' educational activities;
- regular improvement of the standard, curriculum and programs for determining the content of Education;
- to provide professors and teachers with the right to academic freedom, including free choice of teaching methodology;

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<sup>3</sup> <http://navoiy-uni.uz/upload/uploads/ECTS%20K%D1%80%D0%B5%D0%B4%D0%B8%D1%82-M%D0%BE%D0%B4%D1%83%D0%BB%D1%8C%20%D0%A2%D0%B8%D0%B7%D0%B8%D0%BC%D0%B8.pdf>



-to receive education and to optimize the size of payment of salaries to professors and teachers;

- to ensure the optimization of budgetary benefits and costs of departments in the structure of the University.

*Everyone is interested in one question: what measures should we take to switch to the credit-module system?<sup>4</sup>*

First of all, the work should begin with a clear definition of the National Credit Union by comparative study of foreign experience. Below is a comparative table of ECTS and National Credit system of some foreign countries:

**Comparative analysis of National Credit system of ECTS and some foreign countries**

Name of the state	Number of loans allocated for one academic year	Credit system naming
Countries of the European Union	60	ECTS
USA	120	Credit hour
Finland	40	Opintoviikot/studieveckor
Estonia	40	Ainepunkt (AP)
Norway	20	vektall
Scotland	120	Credits (SCQF)
Swede	40	College credits

The second important task that should be carried out is to develop a regulation “on the credit-module system of the organization of the educational process” in connection with the field of Education. The following aspects should be clearly defined in the regulation:

- 1) scope of application;
- 2) basic concepts and abbreviations;
- 3) content and structure of educational programs;

<sup>4</sup> <https://daryo.uz/k/2020/08/13/ozbekistonda-kredit-modul-tizimiga-otilsa-qanday-ozgarishlar-sodir-boladi/>



4) the order of Organization of the educational process on the basis of credit-module system;

5) rights and responsibilities of students in credit-module teaching system;

6) final rules.

The development of State educational standards in the field of education is the next stage. The state educational standard for Bachelor's and master's specialties is developed in such a way that it consists of the following components::

I. Field of application.

II. Used abbreviated words.

III. Description of the direction of preparation (the duration of mastering the basic training program, the volume of total hours based on the credit unit).

IV The. Description of professional activity.

V. Requirements for mastering basic training programs.

VI. The Requirements for the structure of basic education programs.

VII It'S. Requirements for the conditions for the implementation of the basic educational program.

VIII It'S. Evaluation of the quality of mastering the basic training program.

Another important component of the normative and methodological maintenance of the credit-module system of teaching is the curriculum.

In all types of curriculum, a single system of coding of all subjects, which is reflected in symbols with both letter and digital expression, is used.

## **CONCLUSION**

In place of the conclusion, we can say that the transition of our country to the credit-module system of ATMs does not consist in the distribution of this certain amount of loans by year, semester and subjects. Unfortunately, now some OTMs understand the transition to a credit-module system in this way.

If the credit-module system is implemented correctly and completely, it can be expected that it will bring a lot of positive features to the higher education system of our country. In particular, the higher education system of our country serves to bring into the world recognized perfect unit of measurement of education, the emergence of balance and norms in the educational programs of Universities, the transparency of the



process of Reading in universities, the formation of educational programs on the basis of the needs of the economy, the labor market and students, the.

The organization of the educational process based on the credit-module system should be based on the following procedure:

- the dean of the faculty, according to the module corresponding to each selection component, determines the minimum number of students required to teach it, and for the teacher the maximum number of students in the teaching pot (group);
- if the number of students wishing to study within the specified period of time in the module is less than specified, the subject is not taught (not included in the curriculum);
- \* Dean's office informs students about this subject written on the module attached to this selection component, they must re-apply for the change included in the individual plan;
- if the number of students enrolled in the study of the selection module exceeds the specified amount, one more pot (group) will be opened.

The analysis of advanced foreign experiments on the credit-module system testifies to the fact that certain elements of this system are being used in the development of regulatory provision in the Republic. And the main issue seems to be overlooked in two aspects: the lack of independent selection practices of modules on the selection component and the inadmissibility of a transparent system of assessing the results of students' acquisition.

It should be noted that the main element of the credit system is the organization of the educational process in an individual-oriented manner and reflects the incentive-based score-rating system of evaluation of educational activities based on the priority principles of pedagogical management. As we all know, the rating system of the assessment of the results of students' educational activities from the 2018-2019 academic year in our republic was replaced by the "old" Rating Scale: "5", "4", "3", "2". Such a rating scale is simply aimed at determining the "transmission" of the information received by students from textbooks and teaching aids or lecture classes, as well as, for example, to determine the grade of the student. Most interestingly, without taking into account the current mastering indicators of students at all, the cost of intermediate control allows only the ultimate control topshirish. The evaluation obtained in the final control determines the degree of mastery of the student in science. This limits the



professor-teacher the opportunity to assess the level of their intellectual development, erudition in terms of independent study of students. The use of rating-score evaluation scales of the credit-module system will help to develop a free exchange of views, logical, analytical and alternative thinking of students on the topics under study, turning them from a passive listener into an active participant.

Another aspect to note is that the credit module system does not deny students access to academic knowledge. It only encourages the independent and conscious assimilation of knowledge, the acquisition of professional competence by seeing the performance and practical support of the datative tasks. Of course, this system requires a great theoretical and practical training from a professor-teacher, a high level of development skills of a methodical package(theoretical materials, teaching assignments, control questions) (using ready-made information, it is natural that the lessons “to the boss” are a bit difficult. In this regard, we recommend that managers-employees master the model of innovative behavior of the teacher. If the newsletter says that some professors protest, then take it as a natural process! Do not look at them as a conservative!).

On the basis of material analysis, the credit-module system shows that the total load of the professor-teacher for 1 Staff Unit is a maximum of 900 hours, that is, 25 credits. There is no big difference compared to the existing state units. However, in comparison with the current norms of time, it is necessary to revise the rule that the audience training of all professors should not be less than 400 hours. In the credit-module system, the distinction of the credit unit in relation to the position is considered.

The standard of time(hours of the auditorium, consultation, course and graduation work, guidance to practice, master's thesis, scientific guidance to scientific and pedagogical work) for 1 staff unit of professors and teachers on lovozim are distributed as follows:

- for the teacher – 25 credits;
- for Senior Teacher – 22 credits;
- for Associate Professor-19 credits;
- for Professor-14 credits.

Note: in the same credit-module system, professors with initiative and innovative thinking skills get the opportunity to receive a monthly fee of 40-50% higher





than the average salary. This creates a healthy competition between professors and teachers. Each professor-teacher, who teaches modules on the component of the competition, seeks to increase the interest of students to study, to write to him a large number of students through the formation of internal motivation. Such enthusiasm of the professor-teacher will serve not only to have a positive image, but also to material well-being.

Above, we have covered the main aspects of the advantages and opportunities of the credit-module system of Education. The specific features inherent in this system, the challenges that may arise in the learning process, and the ways to overcome them, will be explained in our next articles.

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