

## ASPECTS AND ADVANTAGES OF A CREDIT-MODULE SYSTEM DIFFERENT FROM TRADITIONAL EDUCATION

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### ABSTRACT

*This article examines the different aspects and advantages of the credit-module system introduced in the higher educational institutions of the Republic as an important factor in the modernization of education, the modernization of the national education system in the world at the present stage of development of Uzbekistan.*

**KEYWORDS:** *Academic Mobility, Bologna Declaration, Education, Modernization, Credit-Module System, Traditional Education, E-Learning, Hemis Platform.*

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### INTRODUCTION

Modernization in the world presents such problems as integration into the educational and scientific space, the proportionality of education and science, and a radical change in the world's higher education systems. In particular, the organizational pedagogical aspects of the modernization of the higher education system are becoming relevant in addition to the modernization of education or higher education in the whole world, the formation of educational strategies, the global educational space, and the implementation of reforms in priority areas such as internationalization, educational policy, educational export, mass education, virtual education.

The Republic of Uzbekistan stands out in the eyes of the world community as a developing country with a bright future. Many reforms and changes are being implemented in the country's education system in order to build a solid foundation for its future and ensure that the future generation becomes educated and comprehensively mature. In particular, in June 1999, in Bologna, Italy, the basis for the work on the accession of Uzbekistan to the Bologna declaration signed between 29 countries of the world and the introduction of a credit-module system into the education system was sent.

The Bologna Process is a process of harmonization of higher education among European countries. It includes the creation of an easy-to-understand and similar system of higher education degrees, the transition to a credit-modular system in education, free academic mobility in ensuring the quality of education, and educational cooperation in Europe. In short, this is the process of harmonizing the higher education systems of European countries, ensuring equal education for everyone, the formation and strengthening of intellectual, cultural, social, scientific and technological potential, improving the quality of education[1].

According to the decree of the president of the Republic of Uzbekistan dated February 7, 2017 "On the strategy of actions for the further development of the Republic of Uzbekistan" PD-4947, in 2017-2021, conditions will be created for the integration of Uzbekistan into the Bologna Process in the system of higher and post-educational education, and instead of the traditional The need for the integration of Uzbekistan into the Bologna Process is due to the demand of the time, due to a number of socio - political factors and objective realities taking place in the field of education.

Uzbekistan as a sovereign country is strengthening its position in the world community, which means that it cannot stand out from the current trends in international development. The integration of Uzbekistan into the Bologna Process education system will provide it with further expansion of relations in the field of higher education with many countries of the world and lead to an increase in the rating of the country's educational system at the international level.

To this end, since the last 2020/2021 academic year, the Republican higher educational institutions of the occupation have been transferred to the credit-modular system, until 2030 it is planned to transfer all higher educational institutions of the Republic to this system.

One of the important issues is the introduction of high-performance technologies of education, in contrast to education, the supply of specialist personnel for the economy of the Republic.

As the main tasks of the credit-module system introduced for this purpose, we can see in the following:

- \* Organization of educational processes on a modular basis;
- \* Determination of the value of one subject, course (credit);
- \* Assessment of students' knowledge based on rating points;
- \* To allow students to draw up their curriculum in an individual way;
- \* Increasing the share of independent education in the educational process;
- \* Ease of educational programs and the possibility of change based on the demand for a specialist in the labor market[2].

The capabilities of the system consist not only in conducting teaching lessons on the basis of innovative educational technologies, but also in teaching the student to read and learn independently, to react to education in a new way, to acquire the necessary and in-depth theoretical knowledge based on the demand of the labor market, to form practical skills. In short, this system is aimed at the professional development and maturation of the student. It is aimed at ensuring the acquisition of knowledge by the owner of science throughout his life, as well as the formation of human capital, which can meet the labor market and modern requirements.

As one of the advantages of the credit-module system, we can cite the academic knowledge acquired by the student in the higher educational institution where he is studying, as well as the direct admission to this system in higher educational institutions. It also provides many opportunities for students to move freely within the framework of the academic mobility program and in processes related to the transfer of their studies within the higher education institutions that have passed into this system[3].

In contrast to the current teaching procedure, in the credit system, in addition to compulsory subjects, competitive subjects are also included in the student's personal educational trajectory, and in a certain part of the educational period, the selection of subjects is given according to the catalog of disciplines[4].

The implementation of the credit-module system is a laborious and complex system. The following can be cited as the main issues that are given importance in the credit-module system:

- Ensure the independent operation of students;
- Evaluation of student knowledge based on rating.
- Development and improvement of modular teaching technology;
- Further improvement of the methodological support of the discipline in order to ensure the independent work of students on themselves.

According to the result of scientific studies, the following can be cited aspects and advantages of the credit-module system different from traditional education:

1. Through the credit-module system, academic mobility was ensured among the higher educational institutions of the Republic. The variety of curricula in traditional education, the non-existence of a single unit of the educational process, has caused many problems in the process of academic exchange. The transition of higher educational institutions of the Republic to the credit-modular system and the direct recognition of the loans collected based on the requirements of the credit-modular system make it possible to ensure academic mobility.
2. Through the transition to a credit-module system, students are given the opportunity to choose subjects based on their choice and interest, which affects the quality of education. In traditional education, students were not given the opportunity to choose subjects.
3. Through the transition to the credit-module system, it allows you to modulate the subjects and thus optimize the number of subjects taught per semester. In traditional education, in one semester, students had to master more than 10 subjects. The transition to the credit-module system will lead to an increase in the academic prestige of higher educational institutions of the Republic.
4. The transition to the credit-module system and the organization of the educational process based on the requirements of the credit-module system also lead to the loss of contact relations between the student and the teacher. In the traditional system, the educational process was organized based on the demand of the teacher. And in the credit-module system, education is organized based on the principle of student orientation. The student will be able to throw the necessary subject teacher for himself and enter his classes. In the traditional system, however, it acquires a mandatory character.
5. The credit module leads to the transition from the educational system to another area, even with teachers who are unworthy to take classes working in higher educational institutions through the transition to the system. In traditional education, the determination of training loads, the distribution of state units of the department is carried out based on the requirement of the head of the department. And in the credit-molul system, the formation of training loads and the designation of state units is carried out through the student's choice. This in turn leads to the fact

that professors who do not have enough student knowledge to work remain without class hours and without the burden of studies in the event that the student does not choose.

6. By switching to the credit-module system, the demand for digitization of the educational process in higher educational institutions increases even more. In the traditional educational process, coarse educational and regulatory processes were carried out through a paper system. Today, the digitalization of the educational system has become even faster through the transition of the Republican higher educational institutions to a credit-modular system. The information system of the management of the higher education system in the Republican higher education institutions made it possible to fully digitize the educational process for the implementation of the Hemis platform.

7. The transition to the credit-module system requires further improvement of the criteria for controlling and evaluating students' knowledge. It is especially emphasized that the Ministry of higher and secondary special education should carry out the assessment of students' knowledge through the principles implemented in the activities of the state test center. The transparent organization of final controls in the credit-module system as a whole leads to the full functioning of the principles of the credit-module system.

8. By switching to the credit-module system, the demand for the correct Organization of work with independent education in higher educational institutions increases. In the traditional learning process, insufficient attention is paid to working with independent education. Even today, the methodological support for the organization of independent education in most higher educational institutions is insufficient. Most teachers do not have a clear understanding of the organization of independent education. It laid the foundation for the organization of the methodological support of independent education through the transition to a credit-modular system.

9. In connection with the fact that students organize independent education in more information resource centers, the IRC provides all conditions for the student, enriching the IRC with new literature, creating the possibility of online use of foreign libraries.

10. In the process of traditional education, the assessment of students' constant knowledge was carried out mainly through the audience. Through the transition to the credit-module system, an image was created for the penetration of the Deadline system in the learning process and its establishment through an electronic system in the form of a remote Portfolio with the abandonment of the audience in assessing students' knowledge.

11. In the traditional education system, the teaching load of professors is determined based on the volume of audience training. Even when teaching materials of professors and teachers of higher educational institutions of the Republic are considered analysis, it is mainly around 900-1000 hours, the main volume of this load is organized by audience classes. In traditional education in general, the teacher's educational pathways are distributed in such a way that the teacher has moved from the audience-to the audience system. That is, the existing criteria tied the teacher to his auditor all day. This does not allow professors to work on themselves, conduct scientific activities, and organize work with the student outside the audience. Through the transition to the credit-module system, the establishment of the general burdens of professors in loans, a decrease in the volume of training load and the provision of more burdens to

independent hours of education also give an opportunity to the quality of education and the work of the teacher on himself and with the student outside the auditor.

In general, the participation of Uzbekistan in the Bologna process and the introduction of a credit - Module system in its educational system provide the following opportunities:

- Provides universities in the country with the expansion of contacts with foreign universities;
- Joining the Bologna Process allows Uzbekistan to benefit from the European education system, to recognize the professionalism of diplomas and qualifications, to introduce the credit system (ECTS) and the diploma application, to assess the quality of education, to implement the academic harmony of students and faculties and to ensure continuing education;

Participation in the Bologna Process is the basis for creating the necessary conditions for improving the competitiveness of educational services for the Republic, improving the qualifications of scientists and teachers, strengthening the position of Uzbekistan in the field of international education [5].

As a conclusion, the following can be cited:

- When introducing a credit-module system into the system of higher education of the Republic, it is necessary to take into account the peculiarities of our nation and the national mentality;
- Having studied the experience of developed countries in the implementation of this system, it is necessary to effectively use them on the basis of analysis;
- Based on the nature of the disciplines, it is necessary to create a methodological support of the disciplines that will be placed in the credit-module system, analyze the created ones and quickly develop measures to eliminate the identified existing shortcomings;
- To pay special attention to ensuring transparency, that is, to convey to students all the information that concerns the educational processes of students in a pre -, clear, understandable, complete and transparent way;
- In accordance with the educational program, it will be advisable to form a database of subjects that are taught compulsory and taught on a competitive basis, their content, requirements or assessment criteria for the student to study knowledge, and teaching staff.

Offers:

- To familiarize yourself with the credit-module system and constantly organize trainings, seminars, master classes and discussions with university professors and students about the basics of functioning in this system;
- Exchange of experience and cooperation between universities;
- Preparation of a special guide on the tasks, duties and rights of students in the credit-module system;
- It will be appropriate to prepare short written references for parents about the credit-module system, its content, the course of the reading process, the assessment system and convey them to parents, to maintain uninterrupted communication with them.

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