



MODULE-CREDIT IN THE DEVELOPMENT OF EDUCATION SYSTEM

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Abstract

This article provides an analysis of the modular system of assessment in the higher education system, its history in the world community, its current status. At the same time, the role of this system in the development of knowledge, skills and abilities of students and the opportunities of the education system of Uzbekistan in this area, which needs to be done, are analyzed in detail. The professional development of a person is based on his individual characteristics, as well as the organization of educational content in the form of modules. In this case, each module serves to shape the aspects of the professional activity of the future graduate of higher education. The modular organization of education determines the main content of the credit system.

Keywords: Module-credit, highly qualified personnel, higher education, quality of education, innovation, labor market, teaching technology, science, elementary grades, labor education, primary education, aesthetic, socially active, student

Аннотация

В статье анализируется модульная система оценивания в системе высшего образования, ее история в мировом сообществе, ее текущее состояние. При этом подробно анализируются роль данной системы в развитии знаний, навыков и умений студентов и возможности системы образования Узбекистана в этой области, что необходимо сделать. В основе профессионального развития человека лежат его индивидуальные особенности, а также организация содержания обучения в виде модулей. В



этом случае каждый модуль служит для формирования аспектов профессиональной деятельности будущего выпускника вуза. Модульная организация обучения определяет основное содержание кредитной системы.

Ключевые слова: Модуль-кредит, высококвалифицированные кадры, высшее образование, качество образования, инновации, рынок труда, технология обучения, наука, начальные классы, трудовое образование, начальное образование, эстетическое, социально активное, студент.

Development of public-private partnership in the field of higher education, as provided by the Decree of the President of the Republic of Uzbekistan dated October 8, 2019 No PF-5847 "On approval of the Concept of development of the higher education system of the Republic of Uzbekistan until 2030" increase the level of higher education coverage by 50% on the basis of the organization of state and non-state higher education institutions in the regions, create a healthy competitive environment in the field, gradually transfer the educational process in higher education institutions to the credit-module system introduction of advanced standards of higher education based on international experience, including the gradual transition from a system of education focused on the acquisition of theoretical knowledge in the curriculum to the formation of practical skills , raising the content of higher education to a qualitatively new level, making a worthy contribution to the sustainable development of the social sphere and the economy, the labor market.

Requirements such as the establishment of a system of training highly qualified personnel who can find their place in the economy have been identified as a priority. Therefore, the importance and significance of the modular credit system is that in the second half of the twentieth century, scientific and technological progress reached its peak. The current level of scientific and technological development (ITT) is such that the pace of development of science, technology and engineering cannot be maintained in a single country, no matter how developed the country. The further development of ITT can only be achieved through the integration of research work with the cooperation of scientists and experts from different countries.

Given that the development of science and technology is closely linked to the level of development of education, the priority of international integration in the field of education becomes a clear problem. This determines the relevance of the



creation and application of credit technology. Because the international integration in the field of education is based primarily on the organization of the educational process on the basis of credit technology. The integration process in education began for the first time in Europe. In 1989, thousands of European students had the opportunity to study abroad under the European Community Action Scheme for Mobility of University students (TEMPUS) and other programs. The ERASMUS student exchange scheme between the universities of the European Union initially covered 145 universities. One of the achievements of the ERASMUS program is the creation, testing and implementation of the European Credit Transfer System (ECTS), a system of mutual recognition of learning outcomes in European universities. The professional development of a person is based on his individual characteristics, as well as the organization of educational content in the form of modules. In this case, each module serves to shape the aspects of the professional activity of the future graduate of higher education. The modular organization of education determines the main content of the credit system.

The credit system in foreign and Russian RoR education in Uzbekistan is based on the design of an individual strategy for each student to achieve professionalism in the process of continuing education. However, a number of contradictions have been identified in the implementation of credit training practices:

- In the context of the globalization of education and the preservation of non-traditional forms, methods and manuals, the educational process is a priority in the context of globalization, "open learning" , between the need to update the model of introduction of a system, credit preparation, the implementation of credit programs of pedagogical universities
- The role of pedagogical universities in the implementation of the credit system in the education system of Uzbekistan on the basis of the Bologna process the need to develop alternative models of education based on the content of its specific features.

Taking into account the above objective contradictions, the following goals are envisaged in the organization of the credit system of pedagogical higher education.

1. To consider the theoretical and methodological conditions for the development of the pedagogical education system in the context of the Bologna process;
2. To study the phenomenology of the concept of "academic credit";



3. Defining the conceptual basis of the model of credit-based teaching in pedagogical universities;
4. Organization of the content of education in pedagogical universities in the form of a credit-based modular system;
5. Development of a technological model of credit education and the introduction of its implementation in pedagogical universities.

It is necessary to rely on the following theoretical and methodological bases

- ❖ Methodology of competency-based approach (agbermus, VI Bidenko, NV Kuzmina, EN Sorochinskaya, AK Markova, LA Petrovskaya, J. Raven, A. Khutorskoy, etc.),
- ❖ Concepts of information and society (D. Bell, npmoiseev, D. Tapscott, VP Tikhomirov, VI Soldatkin, SL Lobachev and others);
- ❖ Ideas to increase the mobility of human capital in Europe and the national labor market (A.N. Afanasev, V.I. Bidenko, Jerry van Santworth, Blanca Eneke, Stephen Adam, Capano Diliberto, etc.);
- ❖ Person-centered education and as the highest value of the person (EV Bondarevskaya, VV Zaitsev, VV Serikov, VT Fomenko, NN Azizkhodjayeva, MO Ochilov, OK Tolipov and others);
- ❖ Theoretical rules for the training of qualified future teachers (DI Yunusova, JG Yuldashev, R.Sh. Akhliddinov, BH Rakhimov, HI Ibragimov and others);
- ❖ Research on the use of credit in the educational process (AG Efremov, vpchistoxvalov, Isgrebnev, YS Davidov, EN Gevorkyan, saashurova, midaminov, mmjampeisova, nmmusayeva, M.Nadjimova, qtolimov, J. Tolipova, G. Izetayeva and others).

The organization of the credit system in pedagogical universities is reflected in the following:

Definition and development of the content of the concepts of "competence", "competence", "qualification";

- Substantiate that the professional development of the individual is related to the characteristics of the composition of the training modules, taking into account the need to harmonize the national standard with European standards of vocational education;
- Defining the conceptual basis of the model of credit education in pedagogical universities; • study of credit pedagogical technologies, determination of criteria, assessment tools, quality indicators of the learning environment;



➤ Development of basic principles that define the conceptual features of the credit system of pedagogical universities.

The model of integrative pedagogical technology of credit education is defined by the following levels:

- Modular organization of educational content in higher education institutions;
- teaching technology that directs students to professionalism based on an education system whose components are competencies, competencies and competencies;
- The primary factors in the implementation of the integrative model are the personal and professional spheres of the subjects of the educational process, a set of teaching materials, educational models.

The gradual transition of students 'assessment of learning outcomes from the concepts of 'preparedness ',' general culture ',' education 'and' upbringing 'to the concepts of 'competence 'and' competence 'is increasing researchers' interest in the phenomenon of 'competence'. "Competence" emerges as a characteristic of an individual and characterizes his ability to make decisions in a particular area. This feature is determined by a person's social and professional life experience. At the same time, the educational environment plays an important role in the formation of a competent person.

In 2001, credit technology for the organization of the educational process ESTS was already used in 1,200 universities in Europe. The signing of the Bologna Declaration by the Ministers of Education of 29 European countries in 2001 played an important role in the creation of the European Education Area. According to the Bologna Declaration, the mutual recognition of diplomas, ie the period of mutual recognition of the final results of training, was set in 2010.

The following prerequisites for admission to the Bologna Declaration are: - 12 years of pre-university education:

- Two-stage higher education - bachelor's and master's;
- Evaluation of the learning process and learning outcomes is based on ESTS credit technology.

The credit states, "A credit is a conditional test unit that provides information about a student's completion of a particular subject. Each subject is allocated a certain number of credit units. The number of credit units is determined according to the labor costs of students. Student labor costs - Classroom activities include independent work and other activities provided for in the curriculum. That is, ESTS credits are not limited to class hours, but are based on the full workload of students. Therefore, ESTS credits can be considered as a conditional



numerical expression of student labor costs in academic subjects. There are usually more than 3 credits for the subjects in the curriculum, and there are fewer subjects.

The total number of credits in ESTS is 240 per semester - 30 academic years - 60 undergraduate studies. ESTS credits are distributed to all subjects, ie compulsory and subject-based. They should take into account the availability of course projects and work on the subject. The amount of credit for a subject depends on the complexity of the subject and the mastery. That is, no complex science can have a large amount of credit. As you can see, the first and second requirements have been met in our country. Now it's time to fulfill the third requirement - to organize the educational process on the basis of credit technology. What is the purpose of organizing the learning process based on this technology?

The transition to ESTS credit technology in the organization of the educational process is aimed at:

- Creating conditions for the choice of higher education to continue their studies abroad;
- Ensuring the recognition of the period of study in uzbekistan in foreign countries;
- Study the curricula of european universities and improve the educational process on this basis;
- Achieve full disclosure of students' abilities and high learning outcomes.

As a result, the student acquires sufficient knowledge and skills. Teaching based on modular methodology should be developed in accordance with the principles of activity, systematic quantization, interest, modularity, problem-solving, cognitive visualization, error-based.

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