

THE ROLE OF CREDIT-MODULE SYSTEMS IN INCREASING THE QUALITY OF EDUCATION

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Annotation

This article analyzes the theories of application of the credit – module system in higher education institutions of Uzbekistan the teaching of physics and their importance, in which the content and essence of the credit – module system, priorities and universities of the Republic the work to be done and the author's recommendations and opinions in this regard are presented on a scientific basis.

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INTRODUCTION

It is no secret that in higher education the main attention of teachers is given to the search for information, its assimilation and dissemination among students after primary processing. That is, teachers were only recipients of information.

At the same time, 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, in the context of accelerating access to information, expanding access to international scientific and technical databases, accelerating globalization, the issue of developing self-study of students is on the agenda.

Historically, in the second half of the last century, competition with the United States in assessing the knowledge of gifted students in the labor market limited the possibilities of European universities, and many "intellectuals". to the mainland and emigrate to America was the main reason for the adoption of the Bologna Declaration.

Since the 1970s, to ensure the integration of all higher education institutions in Europe, to create a single standard for higher education, to establish student and teacher mobility, to recognize diplomas, to improve the knowledge, skills and abilities of students. solve a number of issues related to the unification of points. As a result of these efforts, the Bologna Declaration was signed in 1999 in Bologna, Italy, by representatives of 29 countries. To date, 48 countries are participating in the Bologna Process. Russia, Ukraine, Azerbaijan, Moldova, Armenia, Georgia, Kazakhstan and Belarus are among the CIS countries.

Credit was first introduced in US universities in the 18th and 19th centuries to liberalize the learning process and determine the student's weekly academic load.

In 1869, Charles William Eliot, president of Harvard University and a prominent figure in American education, introduced the concept of credit hour. So, in the 1870s and 1880s, the credit hour system was introduced. Education on the credit system and the development of the curriculum allowed students to independently plan the educational process, control its quality, and improve educational technologies.

The training of highly qualified personnel according to the Bologna system is carried out in two stages. Usually a bachelor's degree is at least three years and a master's degree is 1-2 years.

One of the most important aspects of the Bologna Declaration is the use of a unified "credit system" (ECTS) by higher education institutions. A credit or unit of credit is a measure of the value of any learning activity included in a curriculum.

The ECTS system offers great benefits for students in Europe and the Bologna Process in general.

For example, it guarantees the recognition of academic knowledge obtained by a student in higher educational institutions of the countries participating in the system. At the same time, the system allows participants to resume, transfer and stop studying at another university.

MATERIALS AND METHODS

As stated in the Bologna Declaration, the credit-modular system has two main functions with an emphasis on self-directed learning:

- Firstly, it ensures the mobility of students and teachers, ie. free movement (transfer to study or work) from one university to another without any obstacles;
- Secondly, the academic load is clearly calculated - the credit for all the student's educational and scientific activities in the chosen field of study or specialty. The loan amount represents the student's choice of program.

The ECTS credit-module system is a student-oriented system for collecting and transferring credits in a subject, based on the principles of transparency in teaching, learning and assessment.

The credit-modular system is a learning organization process, which is an assessment model based on a complex of modular learning and credit technologies. Its implementation as a whole is a multifaceted and complex systemic process.

DISCUSSION

To date, there are four common models for implementing this credit rating system. This is the United States Credit System (USCS); European credit system (ECTS); Asia Pacific Credit System (UCTS); British credit system (CATS). The most common of these models are American and European models.

Currently, the use of the European ECTS system is a priority in the implementation of the credit system. Therefore, we consider it appropriate to dwell on its pluses, merits, merits and demerits.

The ECTS system also offers a number of benefits for universities. In particular, the similarity and uniformity of curricula is ensured, clearly reflecting information about the educational process in a particular area of training and specialization. It also allows 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.

The duration of the academic year in Uzbekistan is up to 36 weeks, of which 30 weeks are for the academic period, 2 weeks for registration for the choice of subjects and 4 weeks for certification. The duration of the academic year may be determined in a special manner by the decision of the board of the higher education institution in accordance with the schedule of the educational process.

The main tasks of the credit-modular system are:

- ✓ modular organization of educational processes;
- ✓ determine the cost of an individual subject, course (loan);
- ✓ assessment of students' knowledge on the basis of rating points;
- ✓ allow students to individually create their own curriculum;
- ✓ Increasing the share of independent learning in the educational process.
- ✓ Convenience of the training program and the possibility of changing it depending on the demand for specialists in the labor market.

The foregoing is not only to conduct training based on innovative educational technologies, but also to learn independently from the student, take a new approach to learning, acquire the necessary and deep theoretical knowledge based on the requirements of work activity. market, training for the formation of practical skills. In a word, the system is focused on the professional development and maturity of the student. It is aimed at ensuring the continuous training of a scientist and the formation of human capital that meets the labor market and modern requirements.

The three main elements of ECTS are: 1) flexibility, 2) transparency and 3) student-centered learning.

The credit-modular principle is focused on two main issues: ensuring independent work of students; assessment of students' knowledge based on ratings.

The introduction of the credit accumulation scale not only provided the student with greater freedom, but also allowed him to independently plan the educational process so that in the future he could become a competitive professional in his chosen field. At the same time, this led to the improvement of the assessment system and educational technologies.

Unlike the current curriculum, in addition to the compulsory subjects in the credit system, optional subjects are also included in the student's individual timetable. Students will not be expelled or excluded from the class. if he cannot get credits in any subject (course), he will retake the exam only in this subject. Higher education diplomas are issued upon completion of the required credits.

Result

In the credit-modular system, 1 credit is equal to an average of 25-30 academic hours of the study load. That is, the student must cope with a certain workload in order to receive the appropriate credits in a particular subject. The load in the bachelor's degree is 40 - 50% of classroom hours, 50 - 60% of hours of independent work, in the master's program - 30 - 40% of classroom hours, 60 - 70% of hours of independent work (excluding internships and thesis) linadi. The loan amount per hour and the amount of workload are determined by the board of the higher education institution and are posted in a transparent manner on the website of the higher education institution.

Undergraduate and graduate programs generally require students to earn 30 credits per semester and 60 credits per academic year. The amount of credits that a student must earn during the semester includes the required and optional subjects specified in the curriculum. When forming their personal educational trajectory, the student must master 30 subjects per semester, which should be mandatory in the standard curriculum.

The student must earn 180 credits in at least 3 years of undergraduate study and 240 credits in at least 4 years of study. A master's degree requires 60 credits over a minimum of 1 year and 120 credits over a minimum of 2 years.

According to the ECTS system, the credit structure of each university, the number of credits for each module, as well as the total amount of credits that a student must earn to complete each course and the period of study as a whole, independently determines.

Assessment of students' knowledge in the ECTS system is carried out as follows.

GPA (grade point average) is the average grade a student has earned in a program and is calculated using the following formula:

$$\text{GPA} = \frac{K_1 * U_1 + K_2 * U_2 + K_3 * U_3 \dots + K_n * U_n}{K_1 + K_2 + K_3 \dots + K_n},$$

K - the number of credits allocated for each subject / module;

U - This is the student's grade for each subject/module;

| grade | percent | 4,5 scale |
|-------|---------|-----------|
| A+ | 90-100 | 4,5 |
| A | 80-89 | 4 |
| B+ | 75-79 | 3,5 |
| B | 70-74 | 3 |
| C+ | 65-69 | 2,5 |
| C | 60-64 | 2 |
| D | 50-59 | 1 |
| F | 0-49 | 0 |

The student becomes additional in the following cases:

- has a percentage of assimilation from 0 to 49;
- does not participate in 1/3 of science;
- In case of violation of internal regulations in accordance with the Charter of the University.

The FAYL student will have the following options:

- ✓ Ability to retake a one-time free course;
- ✓ A student with a file can study the subject independently and take 2 types of exams in one subject;
- ✓ Free retake of 3 subjects in the 1st semester.

Students who have a file pass 2 types of exams within the time limits set by the dean's office. Intermediate (30 points) and Final (30 points).

If the student achieves a total of 60% (36 points) in the midterm and final exams, the student will receive a D grade and be released from debt.

If a student scores below 60% (36 points) in midterm and final exams, the student is not exempt from academic debt.

Students who cannot take advantage of the one-time free opportunity will be able to take courses for an additional fee.

A student will not be transferred from one course to another if the number of subjects that he has not mastered is 5 or more during one academic year. As a result, students will be able to retake subjects that they did not complete in summer school or in the next school year under an additional fee agreement.

Note: Students with an overall credit score of less than 2 GPA (0-60% completion) will receive a certificate in the prescribed form in the field of study.

The introduction of a credit-modular system is an important factor in the cooperation between teachers and students. In modular training, the teacher organizes, directs, advises and controls the process of mastering the student. The student moves independently towards the target object. The greatest emphasis is placed on self-study of students.

CONCLUSION

Benefits of this system for students:

- learn to act independently;
- Develop critical and analytical thinking skills;
- Develops responsibility and self-confidence;
- Sets a clear goal and works to achieve it;
- Provides the student with the opportunity to choose the necessary specialization based on the profession and specialty that interests him;
- Allows the student to choose a teacher;

Benefits of this system for teachers:

- ✓ Provides ample opportunities for university professors and lecturers for scientific and practical cooperation with their colleagues from other countries;
- ✓ allows a local teacher to participate in one subject and a foreign teacher in another;
- ✓ Facilitate the exchange of faculty between local and international universities operating in the ECTS system;
- ✓ The ECTS system provides a wide range of ways to validate your academic achievement.

The importance of independent learning in the learning process will increase, which will increase the independence, creative initiative and activity of professionals in the future. In the credit-modular system, university students always have the opportunity to get help and advice from teachers and classmates. This will strengthen mutual understanding and help develop teamwork skills.

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