

TEACHING METHODOLOGY IN THE CREDIT-MODULE SYSTEM IN HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

In this article, the role and importance of the credit-module system in higher educational institutions of pedagogy; priorities; its specific features, different and priority aspects of the introduction of the credit-module system to the higher education system from the current system are scientifically and methodologically justified.

Keywords: credit module system, individual education, educational trajectory, achieving transparency in education, flexibility in education, student-centered education, student personality, independent education, HEMIS platform.

INTRODUCTION

In the course of the reforms that are being rapidly implemented in the education system of our country, the transition to the credit-module teaching system is being carried out step by step in higher education institutions. In particular, the fact that it is planned to increase the number of higher education institutions where the credit-module system will be introduced to 85 by 2030 indicates that the measures that need to be implemented in these processes can take on a large scale.

MAIN PART

48 countries are members of the Bologna system declaration of the credit-module system recognized by many developed countries, the application of the GPA (diploma or certificate average) evaluation criterion, academic mobility and high level of integration at the international level. are specific important indicators of the system. Diplomas of higher education in the countries that have implemented this system are internationally recognized, great opportunities for academic mobility and international relations are opened for students and professors, there is a demand in the labor market for competitive personnel trained on the basis of best practices. will be higher.

A credit module is a system of organizing the educational process based on a unit of modular teaching technologies and credits as a unit of measurement of the necessary educational load of students to master interrelated modules or a block of modules.

In our country, the implementation of global education integration by studying the experience of the Bologna process education system, as well as the experience of a number of countries with developed education systems such as the United States of America, Great Britain, South Korea, Canada and Japan, is high with foreign countries. serves to ensure further expansion of relations in the field of education.

As a result of the consistent reforms implemented in the education system of our country, the normative and legal documents are being improved in proportion to the reforms in the

implementation of modern and high-quality education in educational institutions based on innovative methods. In particular, the Law "On Science and Scientific Activity" dated October 29, 2019, as well as the Decree of the President of the Republic of Uzbekistan dated October 8, 2019 "Approving the concept of the development of the higher education system of the Republic of Uzbekistan until 2030 "Decree" serves to create a new education system in Uzbekistan. From now on, the standards of higher education will be improved on the basis of foreign experience, educational directions and taught subjects will be revised. The number of subjects not related to specialization will be reduced by 2 times, and the educational process in higher education will be transferred to the credit-module system.

The Roadmap for the implementation of the concept of the development of the higher education system of the Republic of Uzbekistan until 2030 of the Jizzakh State Pedagogical Institute in the 2020/2021 academic year has been adopted. In this document, starting from the 2020/2021 academic year, the transfer of the educational process to the credit-module system based on modern educational technologies for students of the 1st stage is defined. Also, from the new academic year, the issues of further optimization of teaching loads of professors and teachers, wide introduction of modern information and communication and innovative technologies in professional activities are considered as important and priority issues.

Below, we will dwell on the specific features of the credit-module system introduced at the Jizzakh State Pedagogical Institute based on best practices in the educational system of developed countries.

Credit is a unit of measurement of education, which represents the size of the educational program and related labor costs for the student. That is, a student completes a certain amount of study load in order to master a certain subject and gets certain credits based on the acquired knowledge, skills and abilities.

In the system of higher education of our republic, priority is given to the transition to ECTS (European Credit Transfer and Accumulation System).

The different aspects of the credit-module system from the actual educational process are manifested in the following:

In particular, in accordance with ECTS (European Credit Transfer System), a student is required to master 180-240 credits of subjects at the bachelor's level (180 credits in a 3-year study period, 240 credits in a 4-year study period). Accordingly, the average amount of credit per semester is 30 credits, and the amount of annual credit is 60 credits. 1 credit includes 25-30 hours of coursework.

If the number of study weeks in a semester is 18 weeks in the current study schedule, then in the study schedule based on the credit-module system, the study period for one semester is 15 weeks on average, and the number of weeks per year is 40-42 weeks. is enough.

One week before the beginning of the semesters, students are given an additional period of 1 week (access to the credit system) to choose subjects and subject teachers at their own discretion.

RESULTS AND DISCUSSIONS

Students are given a period of 4 to 6 years to master 240 credit subjects under the bachelor's education program. That is, for certain reasons, a student who has not mastered certain

subjects or has not accumulated enough credits to master subjects in the next semester or next academic year at the expense of making payment for the volume of these unmastered credits. is allowed.

When re-learning subjects, if the student has participated in more than 80% of the classes in this subject, it is allowed to pay 50% of the credit allocated for the subject. If the number of failed subjects is more than 3 and the student's attendance rate is below 80%, the full amount of credits for the failed subjects will be paid.

Existing 4 subjects (humanitarian and natural-scientific, general professional, specialty, additional subjects) blocks in the curricula of current bachelor's education courses were reduced to 2 blocks (compulsory subjects, optional subjects) in the credit-module system.

Humanities and natural sciences make up 25-30 percent, general professional sciences 35-50 percent, specialized sciences 15-25 percent, and additional subjects 4-6 percent in the curricula of the current bachelor's education courses. It is planned that in the educational process based on the module system, the block of compulsory subjects will make up 60-80 percent, and the block of elective subjects will make up 20-40 percent.

Magistratura mutaxassisliklarida nazariy ta'lim hajmi fanlar bloklari bo'yicha mos ravishda, majburiy fanlar moduli 60 foizni, tanlov fanlar moduli 40 foizni tashkil etishi rejalashtirilmoqda.

If the current curriculum has the character of mandatory selection of elective subjects in the blocks, in the new system, it is expected that students will be able to choose elective subjects based on their interests, as well as a procedure that will allow them to get a second major.

The ratio of classroom training and independent study hours will be changed from the current ratio of 56/44 to 50/50, which means that independent study hours will be significantly increased.

The number of basic subjects in the current curriculum of undergraduate education will be reduced from 28 to 24, and the number of subjects per semester will not exceed 6-7. This makes it easy and convenient for students to master subjects during the semester, that is, the obligation to master 9-10 subjects in one semester is canceled. It is also possible to master 3 science modules in the first 8 weeks and the remaining 3 science modules in the next 8 weeks. When a student is admitted to the first stage, he will be given the login passwords of the "HEMIS" special electronic education platform implemented in the institute.

4-5 professors teach 1 subject on this system platform. Through the e-learning platform, students can visit the personal page of each professor and learn about the subject he lectures in, in particular, the professor's syllabus, teaching methods, which topics are taught. will be able to get complete information on all questions related to the transition, evaluation method, directions of scientific research, educational developments, professional achievements and other educational process. The student is given the opportunity to make an independent decision based on this information and choose a professor. Also, in order to effectively organize and simplify the process of selecting a professor-teacher, visit the special column (<http://vm.tfi.uz>) on the official website of the institute (www.tfi.uz) and ask professors-teachers an additional opportunity will be created to make the selection by getting acquainted with the video lectures prepared in advance. Such an organization of the educational process at the

institute requires every professor-teacher to constantly search for himself and improve his skills in order to win the trust and attention of students.

Otherwise, there is a possibility that the teaching load of a professor who has not won the trust of students will naturally decrease.

One of the positive changes expected in the introduction of the credit-module system at the institute is the wide use of independent education of students and the forms and methods of distance education. In the current academic year, the weekly study days were 5 days, from the new academic year, transition to 4-5 days of study per week, the remaining 1 day is independent education (in distance form), one more day and it is planned to be organized in practice objects or social sphere objects. The experience gained in the organization of distance education during the pandemic in the current academic year will allow it to be widely used in the educational process in the coming academic years. In this regard, the distance education platform established at the institute (www.tfi.uz website: video lectures, ARM fund, electronic platform "HEMIS"), as well as the Telegram social network, electronic video communication programs (Zoom, Facebook, Telegram, Googleclass) and other similar tools are effectively used. The use of GPA (Grade Point Average), which is one of the special features of the credit-module system, allows personnel consumers to assess the level of knowledge of graduates, as well as the level of specialization mastery in the future. It also serves as the main criterion for continuing studies and engaging in academic activities. serves as a motivation to regularly increase this indicator.

Another positive aspect of the introduction of the credit-module system at the institute is the provision of academic mobility of students. Academic mobility refers to the recognition of credits acquired by periodic studies in foreign and local higher education institutions based on student exchange. In accordance with the target indicators of the Jizzakh State Pedagogical Institute, in the future, many students will be sent to semester courses in leading foreign higher education institutions, ensuring academic mobility, students will have problems in mastering the educational program (accumulating the necessary credits) prevents it from coming out.

CONCLUSION

Based on the above, it can be said that the gradual transfer of the educational process to the credit-module system at the Jizzakh State Pedagogical Institute on the basis of best practices in the educational system of developed countries will bring the quality of education to a new level, integration into the international education system strengthens and expands. This will serve to train high-quality personnel with modern knowledge and further increase the rating of the institute at the local and international level.

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