

## INDEPENDENT WORK OF STUDENTS - THE MAIN FACTOR OF THE CREDIT-MODULAR SYSTEM

Zulfiya Zhuraevna Pardaeva

Doctor of Philological Sciences, Professor of Russian Literature and Methodology of its Teaching Department, Jizzak State Pedagogical Institute, Jizzak city, Uzbekistan

### ABSTRACT

The article deals with the peculiarities of organization of independent work of students in the credit-modular system of teaching the discipline "Fundamentals of Literary Studies". The introduction of credit-modular system according to the Bologna Declaration in the educational process of Uzbekistan is studied. The conclusions characterizing independent work of students as one of the factors of credit-modular system of teaching are given in the conclusion.

**Keywords:** Credit-module system, independent work, rating system of evaluation.

### INTRODUCTION

It is gratifying to note that domestic science has created a powerful intellectual potential, which finds its practical application in many spheres of life, serves as a basis for strengthening the national statehood and economic independence of the Republic of Uzbekistan. The success of everyone's activity - from pupil and teacher, specialist and enterprise, and in general the state, due to the limited natural resources, to a large extent today is determined by the extent to which the achievements of scientific and technical progress, knowledge-intensive technologies, the level of professional training of personnel are widely implemented.

"The experience of developed countries shows that without adapting educational institutions to the requirements of the time, it is difficult to achieve scientific and technological success," said President of the Republic of Uzbekistan Shavkat Mirziyoyev [2].

The Decree of the President of the Republic of Uzbekistan "On Approval of the Concept of Development of the Higher Education System of the Republic of Uzbekistan for the period up to 2030" dated October 8, 2019 No. UP-5847 provides for a gradual transition to the introduction of advanced standards of higher education.[1] Higher educational institutions are tasked with the gradual transition of the educational process to the credit-module system. In our country during the last years the educational system is gradually transitioning to the credit-modular system of education and there are already positive results. The credit-modular system should be implemented in 16% of higher educational institutions in 2023, in 57% - in 2025 and 85% - in 2030 [6].

This experience is gradually being introduced in national HEIs. For example, in accordance with the Decree of the President of the Republic of Uzbekistan № UP-5349 dated 19.02.2018. "On measures to further improve the sphere of information technologies and communications" in Tashkent University of Information Technologies named after Muhammad al-Khorazmii (TU). Muhammad al-Khorazmii University of Information Technology (TUIT) has gradually implemented the transition to the credit system of education from 2018-2019 academic year. Such universities as the National University of Uzbekistan, Tashkent State Law University, Tashkent State University of Oriental Studies and Tashkent Medical Academy have also

started working in this direction. One of the advantages of introducing a credit system of education in these HEIs is that it complements and supports national qualification standards. One of the advantages of introducing a credit system in these HEIs is that it complements and supports national qualification standards.

It should be pointed out that the European credit system was introduced in 1989 as part of the Erasmus project, which later became part of the broader Socratusprogramme.

In 2020-2021 academic year in at least 35 state higher education institutions of Uzbekistan the first year of study is organized on a credit-module system.[3] Our Jizzak State Pedagogical Institute named after A.Kadiri was among these higher education institutions.

The credit-modular system as an integral attribute of the Bologna Declaration is characterized by the organization of the educational process - it is a model of the organization of the educational process, which is based on the combination of modular learning technologies and credit credits or credit educational units. The organization and performance of the learning process is a multifaceted and complex system of action and interaction. The attention in the credit-modular system is focused on two of its characteristics:

- on independent work of students;
- the credit-module system of organizing the educational process and the rating system of assessing students' academic achievements.

The current state of development of information support opens up wide possibilities of access to information sources and therefore partially shifts the emphasis in the planning of the learning process towards independent work. The credit-modular system is given two main functions (according to the Bologna Declaration):

1. Promoting mobility of students and teachers and facilitating transitions from one university to another.
2. Clear definition of the amount of work done by the student, taking into account all types of academic and research activities. The amount of credits determines what a student who studies in a particular program is capable of doing [4].

The main content of the course "Fundamentals of Literary Studies" is determined by the principles of scientificity, accessibility and continuity. The selection, systematization and didactic interpretation of theoretical material are made with the aim of forming the skills of studying and analyzing the poetic traditions of Russian literature, increasing the theoretical and analytical material in the field of literary studies.

"Fundamentals of Literary Studies" is a major discipline that prepares the perception of literature as an art form and historical and literary courses related to art as an imaginative form of reflection of reality, literature as an art form, work, content and form, artistry and integrity, generic and genre-species division of fiction, poetry, artistic speech, the concept of historical and literary process and its laws.

Drawing on materials from the related, interrelated, and interacting fields of literary theory, literary history, and literary criticism, students can study and analyze works of fiction in greater detail. Undergraduate students will also become familiar with historiography, textual studies, and bibliography. The Foundations of Literary Studies course will present information about literary styles, genres, movements and trends.

The modular organization of the content of the discipline "Fundamentals of Literary Studies" is a mechanical transfer of the curriculum to the training modules, because it requires deep analytical and logical work on the semantic content of the discipline, structuring it as a system. In the credit-modular system of the organization of the educational process we decided to distribute the content of the discipline into meaningful modules, that is, the academic discipline is formed as a system of meaningful modules:

Module №1. General properties of fiction, Module №2. Literary work and Module №3. Methodology of literary studies.

Based on the number of hours devoted to the study of this discipline, a student can receive 2 credits for full mastery.

Requirements for obtaining credits:

Knowledge of theoretical material in the scope of the program of the course, use of theoretical knowledge in practice, performance of tasks of independent work, current and intermediate control, passing the final control in the prescribed form.

Since this article considers the issues of organization of independent work in learning the discipline "Fundamentals of Literary Studies", we will pay attention to the topics of independent work.

1. Auxiliary literary disciplines.
2. The world of man in a literary work.
3. Psychologism and subtext in a literary work.
4. Work with textbook materials on literary studies. A brief outline of the book by V.V. Vinogradov "The Problem of the Author in Fiction Literature".
5. Work with textbook materials on literary studies. Brief outline of M.M. Bakhtin's book "To the Methodology of Literary Studies".
6. Work with textbook materials on literary studies. A brief outline of V.F. Asmus's book "Reading as Labor and Creativity".
7. Work with textbook materials on literary studies. A brief outline of L.N. Tolstoy's book "What is Art?".
8. Work with textbook materials on literary studies. A brief outline of the book "Continuity in the Development of Culture" by A.S. Bushmin.
9. Work with textbook materials on literary studies. Brief outline of the book by Y.V. Borev "Artistic Interactions as Internal Connections of the Artistic Process".
10. Work with textbook materials on literary studies. Work with the "Dictionary of Literary Terms" by S.P. Belokurova (2012).

The maximum score of one task is 3 points, the total number of points is 30 points.

The topics of independent work are distributed for boundary and current control.

As we see, for a student - future specialist - it is important not only to comprehend and assimilate information, but also to master the ways of its practical application and decision-making. Under such conditions the application of innovative forms of students' work under the guidance of a tutor and full-fledged independent work of students is expanding, which is especially important for the system of distance education.

It should be noted that the transition to the credit-modular system of education contributes to the maximum mobility of both teachers and students.

Proceeding from the fact that the main goal of our society is to educate a harmoniously developed person, independent learning is of great importance in the formation of personality and professional skills of a specialist. That is why one of the main tasks of modern education is to restructure and adapt students' consciousness to today's decisions, to instill in them the skills of self-education, creative use of acquired knowledge.

Students working independently can make concrete decisions, make serious proposals, can choose methods of work in the process of independent learning. If we take into account one of the requirements of the classes in the discipline of Fundamentals of Literary Studies on the basis of the credit-module system - the ability to analyze the artistic text, then the conditions for the introduction of the credit-module system in the educational process - to puzzle students in advance with the topics of planned lecture and practical classes, tasks of independent work. Individual work of students suggests how necessary the skills of organizing independent learning of students.

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Independent learning is the most productive method of self-improvement, because, since centuries, people of mental labor prefer to combine all types of education, including independent education.

Student's independent work is an individually organized work, which includes in its structure such components as

- clarification of the goal and the set educational task;
- clear and systematic planning of independent work;
- search for necessary educational and scientific information;
- mastering one's own information and its logical processing;
- using research methods to analyze a work of fiction;
- developing one's own views, personal position when composing characters;
- ability to present the acquired knowledge of literary disciplines;
- establishment of self-analysis and self-control;
- learning and cognitive activity;
- self-regulation, self-management, motivation for independent learning.

During the study of "Fundamentals of Literature" students need various pedagogical support in finding and mastering the methods and ways of effective independent learning work.

Independent learning and cognitive activity includes semantic, target and performance components. Mastering more and more complex intellectual actions, the student comes to the

semantic orientation, allowing him to work out his own approaches to solving the problem of self-education.

Target and executive components include goal setting, definition of tasks, planning of actions, choice of ways and means of their fulfillment, self-analysis and self-control of results.

Independent work of freshmen in the discipline "Basics of Literary Studies" is planned depending on the theoretical and artistic materials included in the curriculum.

The course "Fundamentals of Literary Studies" lays the theoretical foundation necessary for students to successfully study historical and literary disciplines. The specific task of the teacher in this case is to be able to motivate students first of all to read a work of fiction. Therefore, it is advisable to familiarize them in advance with the topics of lectures and practical classes, as well as independent work, which aims to familiarize students with theoretical sources. It is much more effective to work on theoretical concepts on the basis of the artwork read by students. The main methodological assistance of the teacher is manifested in the consciousness of the learning environment, in the choice of the artwork and the method of text analysis in the identification of artistic components, etc.

The mastered knowledge and skills of the basics of literary studies and terminology help students in determining the artistic features of the work, genre and style changes in the literary process, the evolution of the development of literature in general, a particular artist of the word, in particular.

Summarizing the considered issue, we can conclude:

although the transition to the credit-modular system of teaching in the initial stage of implementation in the educational process is not easily assimilated by many, contributes to the improvement of teaching methods of the discipline, it improves the quality of recommended teaching and theoretical materials;

organization and implementation of the educational process on the basis of the credit-modular system of education is a multifaceted and complex system of action and interaction between the dean's office, lecturer, tutor and students.

The attention in the credit-modular system is focused on the following characteristics:  
on the conduct of credit-modular system of organization of the educational process and rating system of evaluation of students' educational achievements;  
on increasing the responsibility of students for the fulfillment of independent works, which are evaluated by certain points;  
on the interest of students in obtaining credits.

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